The Modern Language Journal

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AUX HALLES CENTRALES

ZOLA wove the thread of one of his greatest novels through the brutal, sinister, enthralling life of the *Halles Centrales*, the great Paris market. He could delve into the dregs of humanity; feel the tough-fibred lustiness of the lowest classes; see the rich, deep colors that streak the life of the gutter; and hear the strength and the pathos of the muttered voice of the *peuple*.

If Zola came back today, he would still feel at home in the color and commotion of what he so aptly named the "belly of Paris." The layout has changed: the twentieth century has brought steel construction and sanitary regulations. But the beefy, red-faced, raucous vendors are eternally the same. The disease-ridden, brittle scraps of humanity who do the dirty work, fetching and carrying, are the very types that Zola himself etched in such sinister relief.

And the same stuff is for barter: all that the four corners of this fertile land of France can grow or breed, to feed the great stomach of Paris. Every beast that walks or crawls, from mad-eyed bulls down to scared little rabbits; fish from every river and lake and sea that laps against the fair land of France, from mighty turbot to tiny crevette; and everything that germinates in the rich dirt of the country, from Marseilles garlic to Normandy apples.

Zola would still find the same teeming life, with its brawny chunks, and its unhealthy bits of humanity. He would still find islands of gleaming beauty, and festering ulcers of ugliness; and over and through it all, the brazen din of the market place.

The time to go there is just before dawn, when the restaurateurs and wholesale merchants are buying. The fussy pecking of the housewives at a more conventional hour, the savory retorts of the vendeuses are duplicated at any of the hundreds of small neighborhood markets later in the day.

Through the eerie darkness that just precedes dawn, as you

approach the ominous bulk of St. Eustache, you pass a young pushcart pedlar perched on a heap of potatoes, there on the sidewalk, frankly enjoying courtship with a solidly built, soft-eyed carrot girl.

Soft eyes, now; but watch them focus, glint, as you flirt with her wares. Watch her untangle herself quickly and effectively from her lover, clamber purposively to her feet. Business disposed of, she will return smilingly to love. For nowhere on earth can women be

found who equal the Parisians in mingling the two.

You pick your way over sidewalks heaped with onions, navets, carrots, braided garlic. The peculiar, silvery sheen of the onions, close to the voluptuous whiteness of the navets, seem to form together the sinister loveliness of woodland fungi. Carrots, thousands of them, each one cleaned and scraped, are arranged picture fashion: a solid mass of carrots in the center, the frame a border of feathery green tails. Through the dispersing mist of dawn, shines the tangy carrot red, framed in ferny green, another bright island of beauty.

A little orange stall cuddles into one of the niches of the great grey pile of St. Eustache. You think of the merchants invading the Temple; but you bless the Gallic artist who splashed those

fresh orange tones against the soft grey of the old church.

You finally reach the great 20th century sheds, Gothic in style, but of steel construction. They are ablaze with huge, stark electric bulbs, suspended from the lofty ceilings. Projected upon the mighty carcasses of the cattle, upon the gleaming fish, they light an uncanny scene in the midst of the drab dawn. It is like one of those huge impromptu operating rooms behind the firing line that Duhamel so vividly describes in *Civilisation*. The market men, with their long, dripping knives, their hairy arms bared to the shoulder, heighten the sinister effect, as they rhythmically hurl heavy chunks of cattle, massive fish, from counter to scales, from scales to baskets. Yet, under that stark light, dead fish have compelling beauty. Like huge drops of quicksilver, they lie on beds of moist fern; and their bodies gleam and curve; and the myriad, infinitesimal scales give out an iridescent, mysterious glow.

Over in a corner, a heap of white rabbits. Little, soft, plump, snow-white, with moleskin ears. They huddle together, down on their bellies, with their grey ears flattened back, and register cautious, hopeful fear. A tremulous study in white and grey.

Crates of brazen, hysterical roosters add to the din. They shriek their rage and panic, and by some miracle not one strangles himself as they thrust their belligerent necks out through the slats of the crates. Brown ducks, arrogant, make a break for it. Licketysplit, they waddle over the dank, slippery floor; and many are the guttural curses of the men, and the shrill cries of the market women, as they lunge after them.

The sellers, men and women, are brawny, red-faced, leatherlunged, with husky bodies solidly planted on the ground: the Breughel type. They have quick, coarse wit; they laugh easily, and loudly. Anyone with the notion that the French are physically degenerate should rub elbows with the market-folk. "Nothing so educates as a shock."

As the man and his woman work side by side, with labor equally shared, it is clear that they are superbly mated. Each powerfully built, each working effectively, yet in silent, complete unison with the other. Each is practical to the very core, looking out on the world with realistic, exploiting eyes. There is a camaraderie between them, as well as a pooling of effort and returns. The woman is equal to the man. When there is heavy work to be done, loading a truck, say, the woman takes her place naturally beside her man, heaving, tugging, hurling as hard as he. When the work is done, and monsieur decides to pay his labor with a porto or a bottle of strong red wine (for the sellers live well), he will pull the bare, red, brawny arm of madame under his own, and gaily off they will go to one of the dirty bistros about the market, where madame will drain just as many glasses as monsieur, roar just as loudly as he at the Gallic jokes of the patron. They are mates.

Listen to the other market women bellow their derision as a brittle old gallant, with trembling arms, helps a sturdy young woman hoist a huge basket of potatoes to her head. As though that Amazon needed help! But she takes it good-naturedly, and walks off, the bulky basket swaying to her step, and lets float back a taunting, yet friendly, "merci, mon gaillard." She has that hip ripple as she walks, much imitated by the mannequins at Worth and Paquin, and by the grandes dames of the Avenue du Bois, but rarely equalled in grace, "car, voyez-vous, ça, c'est une question de race."

A burly butcher looms up, like a star actor from the Grand

Guignol. In his glaring white apron, spattered with blood, he brandishes a grewsome knife, and roars across the aisle at a buxom woman in the mellow years, yet still retaining that provocative "it" in her wise, bleery eyes:

"Tu sais, ma vieille, c'est pas l'amour que j'ai pour toi, c'est

la RRRRrrrrage!"

She sends back a lusty reply, not fit for print, but which shows clearly that she understands his line.

The porters are the most unhealthy, sinister elements of the whole market place. Each has a high, narrow ladder sprouting from his shoulder blades, with baskets of fish, meat, vegetables, on each rung. In this way, like the Third Avenue L, they can navigate without obstructing traffic. You would expect them to be husky brutes, from the burdens they carry. Yet they are rotten, physically, to the very core. Thin, brittle, with caved-in-chests; stunted bodies; hollow, grey faces, and the eternal mégot, wet and browned, hanging limply from slack mouths: the very scum of humanity, or if you like, the dregs of Paris, which is synonymous to the scum of the earth.

As you walk along through the din and the shoving of the market place, you feel and hear the fish-heads crunching under your feet, and your shoes get caked with a mixture of mud and vegetable refuse. A push-cart of writhing lobsters is likely to butt into you at the rear. But that's all a part of rubbing elbows with life in the raw.

Later in the day, at the fashionable hour, as, tubbed and groomed, you stroll down the Avenue des Champs Elysées, the people there will seem sapless, the shops tinsely, the air thin, in contrast to the flavor of the dawn in the Halles Centrales. For there, of all places in Paris, life is lusty, teeming, rich in color. That rugged, priceless ore of esprit gaulois flows in its richest vein through the brave peuple de Paris who are concentrated there.

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CONRAD FERDINAND MEYER IN RECENT TRANSLATION

(Author's Summary.—The difficulties encountered in translating Meyer's prose, as revealed in the most recent English version of "Der Heilige.")

NONRAD FERDINAND MEYER, distinguished stylist in German, has always been a difficult author to translate into English. Of his stories, "Der Heilige," which treats the English saint, Thomas Becket, and which many competent critics consider his masterpiece, has, perhaps, been least happy in the hands of translators. Almost fifty years ago Meyer's publisher, Haessel, put out an English version of the story, which is difficult to procure and has long since been deservedly forgotten. Now "The Germanistic Society of America" has selected "Der Heilige" as the first of a series of German stories to be translated under their auspices, into English, and sponsors the recently published translation by Edward Franklin Hauch.2 The publishers, Simon and Schuster, have provided for this new English version of "The Saint" clear-cut, attractive type and an artistic binding in keeping with the distinction of the author. The translator, selected as the man best suited for the task after examination of sample translations submitted in open competition, has carefully and correctly, one may say almost without linguistic error, turned Meyer's German into English. Careful comparison of his translation with the original reveals clearly that he does not very often seriously alter its sense or substance, although he recasts phrases, rewrites whole sentences, sometimes even rearranges entire paragraphs. He rarely adds anything of his own in these changes; equally rarely does he omit anything of real importance. The tribute which such merits deserve has been paid in several favorable reviews.3

To make an English masterpiece of Meyer's "Der Heilige," however, demands more than mere comprehension of German words, more than fidelity to the form of the original, more than

¹ Thomas a Becket, The Saint, translated from the German by M. v. Wendheim, Leipzig (Haessel), 1885.

² Conrad Ferdinand Meyer. The Saint. Translated by Edward Franklin Hauch. New York (Simon and Schuster), 1930.

² The Germanic Review, Vol. v, No. 4, October, 1930, p. 412, lists eight different reviews.

learning and hard labor. We can expect of no translator that he be another artist of the rank of Conrad Ferdinand Meyer or that he reproduce perfectly the spirit of the original story. All we can ask of a translator is that he be well aware of the problems his task presents and that he display intelligence in his method of coping with them.

The man who in Mever's story tells the tale of the life and death of the saint, Thomas Becket, is a simple, straight-forward Swabian, best summed up by the term supplying his name and profession, "Hans, der Armbruster." "Die alemannischen Laute aber," says Meyer as to his manner of speech, "schlugen rund und frank aus seinem Munde." The translator takes this to mean "fulsome and sonorous Alemannic" (12). What he gives us in his translation, is sonorous and often very fulsome, but always more Latin than Alemannic or Anglo-Saxon. For a crossbowman, to be sure, Hans displays even in Meyer's original, unusual intelligence and a rather surprising range of expression, which Meyer did his best to excuse by representing him as a run-away monk, as a man, therefore of some little learning. In the English version he speaks less like a crossbowman than like a college professor. English is, of course, nearly always less homely and more polysyllabic, when it phrases abstractions, than the simpler, more concrete and sensuous German, but this general difference between the two languages does not explain the preference for academic, polysyllabic terms which is manifest in the English rendering of the ruggedly sincere, vigorous speech of Mever's simple Swabian, Hans.

Where Meyer's Hans, for example, uses such ordinary words as "sorgsam, rüstig, mächtig fromm, leutselig, unbändig, klug," the more urbane English-speaking John, spurning such provincial speech, prefers to say "with solicitude" (15), "with alacrity" (15), "robustly pious" (21), "with urbanity" (52–53), "fractious" (59), and "circumspect" (62). He has, rather inaccurately, learned that a "vorragende Stirn" is a "salient brow" (40), that "helle Tränen" are "copious tears" (55), that "handgreiflich" means "circumstantially" (63), and that "mildernd" may be rendered "as in mitigation" (168). Similarly "Baukunst" becomes for him "creative inventiveness" (29), "Weltpracht," "urbane glory" (34), "Gewitterfluth," "tempestuous deluge" (35), "Gefälligkeit," "amenity"

(66), "Warnung," "admonition" (68), "Frömmigkeit," "sanctimoniousness" (79). Meyer's Hans, a plain blunt man, thought nothing of blurting out such robustly vigorous words as "stärken, anfechten, dartun, entmenschen, grauen, mithandeln, wehren"; John, however, is inclined to feel that these words had better be weakened to read respectively, "energizing" (19), "controverted" (21), "expostulate" (23), "dehumanize" (24), "abhorred" (24), "participate" (25), "intercepted" (54).

What is true of single words becomes even more true of phrases and sentences. "Verzweiflungsvolle Zornworte" are "desperate invectives" (26), "verblichene Bilder" are no longer merely "faded pictures," but "time-bedimmed conceptions" (39), "meine einsame Rede" not "my solitary words," but "monologue" (52), "aus blosser Gewohnheit, deren Macht stark ist," becomes "mere force of habit, always a potent factor" (57). The common German idiom, "an den Tag legen" is made to mean, "I have guilelessly divulged it" (64), the disagreeable phrase, "mit solchem Gestank," calls forth, not the Anglo-Saxon cognate, but the still less lovely "no malodorous and pitchy end" (64).

Finally, we are informed that "every contumacious Norman truckles to the bishop's crozier" (131), that "the excavated maid of terror may likewise be a foreboding" (178). After such "captious subtleties" (209) we are surprised at naught, for had not "the king's countenance....sagged in dilapidation" (222), had not "the aged Saxon....indulged in timorous and futile lamentations" (86–87), what with people "parentally benign" (97), or "inimitably astute" (142), "baneful fellows" (192), "malevolent ingrates" (209), who "defiled incarnate innocence" (188), in whose faces can be perceived "the epitome of all infamous oppression" (187), even though they "soon succeeded in establishing a good clientele for great and small ballistic arms" (227)!

We have John's word for it that Sir Thomas now "reviled (him) most opprobriously," (207), but, not, we regret to observe, for his highly Latinized and needlessly polysyllabic vocabulary. During the course of his English narrative, Meyer's tired Ambruster Hans is forced to pronounce hundreds of inappropriate words, all of which are, as it seems to me, out of place on his poor lips:—aberration, abrogate, acquiesced, admonition, affrighted, alternatives, amenity, animosities, annul, apprehensively, apprise, arraign, assuage, astute, atrocious, belligerent, benevolence, benign, cadav-

erous, captious, chatelaine, circumspect, circumstantially, circumvented, clandestinely, coign (of vantage), conjectured, consummate, controverted, contumacious, corporeally

Without continuing the enumeration of words in this alphabetical list, we can conclude that when Hans so talks, "mit grossen Worten"-to use a phrase of Meyer's from this very story-, he is neither speaking in character nor giving an English account in keeping with the spirit of his German narrative. How far removed such words are from Meyer's original will become apparent to any one who tries to translate them back into German, how unnecessary they are will readily be perceived by any one who troubles to compare with Meyer's German two English versions, the first from an unpublished translation, here designated X; the second, here designated H, taken from Hauch's recently published Engish translation, discussed in this article.

- (22) M. "wie in sich selbst zusammen gebrochen"
 - X. "as if his strength had left him"
 - H. "as though in deep contrition"
- (27) M. "in bösem Raufhandel um mein und dein"
 - X. "in a miserable brawl about mine and thine"
 - H. "in a wretched piece of brigandage"
- (29) M. "nach inbrünstiger Anrufung der drei heiligen Namen"
 - X. "after a fervent appeal to the three Holy Names."
 - H. "I too fervently invoked the Trinity."
- (31) M. "vom übrigen werde ich kurz sein."
 - X. "About the rest I shall be brief."
 - H. "Of that phase of my youth I shall then have but little more to say."
- (39) M. "hinter Herrn Heinrich getrabt und stolzirt hat."
 - X. "Who proudly rode and strode behind King Henry."
 - H. "paraded about in King Henry's train and trotted at Henry's heels."
- (44) M. "das lag in den Staatsverhältnissen."
 X. "that was part and parcel of the political situation."
 - H. "that was inherent in the politics of the time."
- (66) M. "ob sie heitern oder traurigen Gemütes sind."
 - X. "whether their natures are joyous or sad."
 - H. "whether it was joy or sorrow that was innate in them."
- (66) M. "sie hatte eine Anmuthung zu den Heiden." X. "she had a liking for infidels."

 - H. "she had a partiality for pagans."
- (71) M. "verhütete Hauszwist, ja Meucheltat und Giftmord."

- X. "prevented family quarrels, even murder by knife and poison."
- H. "circumvented domestic strife, yea poisonings and assassination."
- (75) M. "der Dame des Schlösschens . . . offenbaren liess." X. "had revealed to the lady of the castle."

 - H. "apprised the fair chatelaine."
- (86-87) M. "jammerte bänglich und unnütz."
 - X. "was wailing so anxiously and uselessly."
 - H. "indulged in timorous and futile lamentation."
- (88) M. "das Keimen der Dinge."
 - X. "the first stir of things."
 - H. "the very germination of events."
- (98) M. "ein Pfiff und sausender Schwung." X. "a whirr and a whistling rush."
- - H. "a whistling and a soughing tremor."
- (113) M. "aber er drang nicht weiter in den Kanzler."
 - X. "but he urged the chancellor no further."
 - H. "but he ceased his importunities."
- (117) M. "Eine unehrliche Kunst, Herr! Denn der Maler soll nicht zweideutig, sondern klar seine Striche ziehen."
 - "A dishonest art, Sir! For a painter should draw his lines clearly and not mean two things."
 - H. "Sir, a meretricious art! For art's effects must make for clarity, not ambiguity."
- (138) M. "das mich zum Doppelsinnigen und Zweideutigen macht."
 - X. "that makes me of double or doubtful meaning."
 - H. "that constrains me to ambiguous duplicity."
- (143) M. "wie es sich in königlichen Gemächern geziemt."
 - X. "as is proper in royal antechambers."
 - H. "as befitted their proximity to the royal presence."
- (148) M. "in guter Morgenlaune."
 X. "in radiant humor after a good night."
 - H. "in the evident serenity of a good morning."
- (166) M. "ist Euch die List der Sache klar, Herr?"
 X. "is the cunning of this action clear, sir?"
 H. "do you see, sir, the wiliness of the manoeuvre?"
- (179) M. "um diese Verstockten aus dem Mittel der Christenheit zu heben."
 - X. "to remove these hardened sinners."
 - H. "and extirpate those recalcitrants."
- (194) M. "den Ort des verweigerten Kusses."
 - X. "where the kiss had been refused."
 - H. "scene of the frustrated reconciliation."

When we compare entire sentences or complete paragraphs, we see even more clearly the closer fidelity to the original, the much greater simplicity and the very obvious stylistic superiority of the first of these two translations. I pause for only three examples.

- (45) M. "Um seinen von Vaterseite sächsischen Ursprung zu verwischen, habe er von den Händen dieses Normannen, als ein Leichtfertiger, die ersten Weihen empfangen."
 - X. "In order to wipe out his Saxon origin on his father's side, he had in levity of heart accepted holy orders from the hand of this Norman."
 - H. "Wishing to efface his paternal origin, he wantonly received, so it is reported, the initial consecration as a cleric from the hands of that Norman bishop with whom he had taken service."
- (54) M. "Und er hob an das Wesen der normännischen Könige mit grossen Worten zu preisen und mir ihre Reiche und Herrschaften aufzuzählen."
 - X. "And he began to praise the ways of the Norman kings with great words and to count up to me their realms and territories."
 - H. "And he began to extol loudly the endowments of the Norman kings and to enumerate their realms and sovereignties."
- (94) M. "Mir hatte geschaudert, da ich den Mann, welchen ich als allwissend kannte, zum ersten Male als einen Getäuschten und Betrogenen erblickte; Entsetzen kam über mich, dass der väterliche Glaube an die theure Unschuld eines Kindes dem Teufel dazu hatte dienen müssen, den Scharfblick des Klügsten zu blenden und durch eine vollkommene Rüstung den vergifteten Pfeil zu treiben."
 - X. "I had shuddered, when I saw the man whom I knew as omniscient for the first time deluded and deceived. Horror came over me that a father's faith in the precious innocence of his daughter had been made to serve the Devil in blinding the vision of the wisest of men and in sending the poisoned arrow through a flawless armor."
 - H. "I shuddered to behold that apparently omniscient man for once duped and betrayed, his perspicacity beclouded. What had to serve the Evil One to find entrance for his poisoned shaft in the all but perfect armor of this man's sagacity was a father's faith in his child's dear purity; and the thought of it dismayed me."

One would be less unwilling to overlook an academician's lapses into professional speech, if his preference for polished polysyllables helped him to maintain an atmosphere of aristocratic dignity in his translation. Next to the academic urbanity which we have discovered characteristic of this translator, we find, however, less pardonable lapses, which in such polished company appear provincial and occasionally even banal. We are sorry to find such conventional phrases as, "he had imbibed immoderately" (55), "but I had a terrible shock" (83), "the tonsured gentlemen grew ever more rampant" (107), "at divers times" (17,123) "the sad solemnity that he habitually affected" (130), "King Henry was visibly annoyed" (142), "You have given me an awful fright" (153), "your most dulcet speech" (174). It would sound less anachronistic to say simply "Your sharp-edged speech at table," instead of rendering "Zu Mittag nach Eurer scharfschneidigen Tischrede" by "At noon after your sharp after-dinner speech" (200).

The translation is not wholly free from violations of good usage. Perhaps one can justify the singular verb with plural subject in "wheat and wine was maturing" (13); there are doubtless some who would say, "Permit me that I inquire of you" (15). It is not impossible to feel that the phrase, "partaken of some meat and drink" (16) is tautological and to wonder, on hearing Hans say, "I was married and widowed several times" (26), whether it is not usually a woman rather than a man who is widowed. One may well question what it means "to enter the room for a social goblet" (23), or why one should not avoid saying, "heard no more other than the words" (94), or "laboriously connecting up his thoughts" (200).

Gross errors in translation do not occur. There are, however, numerous inaccuracies which greater care should have prevented. Only a quibbler who has never prepared a long text for publication would hold it against a translator that, now and again, he omits a word or phrase of the original, as, for example, "mit raschen Schritten" (73), "spottenden" (76), and so on. It would be unjust to censure him because he translates "geschah," as "appeared" (13) or "schlürfte," as "a deep draught" (19), or "dieser Unentbehrliche," as "that peerless man" (116), or "der züchtige Herr Burkhard," as "the refined Sir Burkhard" (178). It would be wrong to insist on the fact that "das Kind," which, in the nature of the story, occurs not infrequently (e.g., 40, 49, 50, 84, 85, 87, etc.) is regularly

used, in Meyer's work and elsewhere, to mean "daughter" and should here be so translated instead of by "child" (cf. "his child's soul," (188). But even the most unpedantic among us would prefer to render the phrase, "Geflügelte Worte" as "winged words" rather than as "friendly familiarities" (17). It seems very questionable to prefer "pious silly litany" (145) to "devout and simple litany" as a translation for "fromme einfältige Litanei," or to render "der friedliche Heerhaufe" by "the warlike Host" (146). One might debate the propriety of translating "eine Anmuthung zu den Heiden," as a "partiality for pagans" (66) instead of a "liking for infidels," especially in view of the fact that the "Heide" referred to is a young Saracen, that is, an infidel rather than pagan; but that is a nice point of style which need not here concern us.

It is unnecessarily inaccurate, however, and even incorrect, to translate the following five phrases as this new version renders them. "Wo er alljährlich abzusteigen pflegte," does not mean, "where he was accustomed to put up for the duration of his visits" (14). "Der Märchenerzähler verschwor sich im Feuer seines Vortrages, den Prinzen Mondschein persönlich gekannt zu haben" does not mean, "The story-teller forswore himself in the ardor of his narrative that he had known Prince Moonbeam personally" (37). He did not "forswear himself"; i.e., abjure or renounce an oath; on the contrary, he swore solemnly, or by a solemn oath that, etc. Only erudite perversion could turn the simple unpretentious German sentence, "Ich will ihr diese Märzblume nicht aus der Krone nehmen" into "I would not dispute that springtime fleuron in her chaplet" (65). "Wer weiss, ob Königin Ellenor nicht vor ihrer Zeit mit dem Tode oder nach ihrer Zeit mit einem Fahrenden abgeht," does not mean "Who knows but that Queen Eleanor may be carried off by an untimely death or some belated troubadour." (37), "Mit einem weit vernehmbaren Wehegeschrei" means "with a far heard cry" and not "with effusive lamentations" (161).

Similar infelicity is manifest in translation of proper names. Why should "Gui Malherbe, das ist Veit Unkraut" become "Guy Malherbe—which means Guy Deadlycarrot" (47), when it is possible to use the simple word "Weed," even more common as a surname in English than "Unkraut" in German, and surely less grotesque than "Deadlycarrot." For "Herr Wilhelm Tracy, der Spötter, Herr Rinald, der Schöne," it seems obvious to say, "Sir

William Tracy, the Scoffer, Sir Reginald, the Fair," instead of the clumsy forms, "Mocker," and "Handsome," here preferred (199). There is nothing but unnecessary difficulty to be gained by using the form "Gratia" as the first name of Thomas Becket's child and daughter, Gnade or Grace. Insistence on this Latin form makes it impossible to translate the subtle play on words, "Verzeiht dem Könige, . . . dass Gnade verloren ging!"-"Schlimm, wenn die süsse Gnade verloren ging ," which becomes a meaningless enigma in the English version (182-183). If Burkhard is the last name of the canon of the cathedral of Zurich, which is a not unwarranted assumption, it is an error to call him throughout, "Sir Burkhard." No less a person that Lessing, to be sure, with his "Sir Sampson," makes a similar error; the same form is likewise used in the earlier English translation of Meyer's story. Even for Sir Cuno (15), which seems to me too British, I should substitute simply "Master Cuno," as more in keeping with the meaning of "Herr Cuno," just as I should be content with the two first names commonly prefixed to Meyer, instead of introducing the author of this story to English readers as Conrad A. Ferdinand Meyer (1).

There are, now and again, entire pages free from these stylistic blemishes (among them pp. 42, 43, 60, 61, 124-127). There and elsewhere one discovers an occasional excellence of style and aptness of phrase which make the other lapses seem all the more lamentable. One is sorry to miss appreciation of some of the subtler niceties of Mever's prose, to which, the jacket of the translation informs us, Meyer owes his reputation and which it pronounces a style "of exceptional purity and charm, admitting of neither facility nor weakness"! Meyer, for example, in speaking of horses is particular to specify, in this story as elsewhere, Gaul, Hengst, Stute, Zelter; to point out their color, Brauner, Rappe, Schimmel. The translator commonly calls a horse a horse, even when "bay" for "Brauner" would have been easy to say (11, 14, 16, etc.). Meyer rather proud of his virtuosity in inventing more than one hundred and fifty variations for "sagte er" in introducing dialogue, would have been perturbed by a translator to whom a mere "dixit" suffices. Meyer's "'Das ist mit Kunst gemacht, mein Junge,' lobte er mein Werk," becomes merely "That is a skilful piece of work, my lad,' he said" (51). Thus not a little of the subtle charm, the finer prose disappears in the English version which, like most translations, may be said to resemble its original in much the same way that Siegfried Wagner resembles his father, Richard. That is, as George Moore once remarked, in every respect except in genius. Even genius will encounter trouble when it tries to translate the stories of Conrad Ferdinand Meyer.

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REGEN

Es wird des Segens gar zu viel, es fällt herab und steigt hinauf; fällt aus den Wolken auf den Wald, dampft aus dem Wald in Wolken auf.

Wie trieft der Tanne dunkles Haar! Wie neigen ihre Häuptlein bang die wilden Blumen in das Gras es ist zu viel und währt zu lang!

Wie rieselt's durch das Steingeröll und quillt in Bächlein ringsumher; Ameisenstrassen überschwemmt's und stört im Waldmoos den Verkehr.

Die Wandersleute klagen laut— Zeig', Sonne, dich in deiner Pracht, blick' ins verweinte Angesicht der Erde, dass sie freundlich lacht!

JOHANNES TROJAN

TESTING OUT-OF-CLASS READING

(Author's Summary.—It is desirable to find a method of testing out-of-class reading which shall be objective, shall furnish a "pure" mark, and be easy to administer and to score. Of various methods examined, the only one which meets the criteria is the true-false type of test. In making this type of test, certain technical requirements must be observed.)

HE development of reading skill is acknowledged to be one of the main aims of modern language teaching. The moot question as to whether it should ever be the sole aim need not be discussed here, nor the problem as to how this skill is to be developed in its early phases. We shall assume that a class has acquired a basic vocabulary and sufficient skill to enable them to read in word groups rather than by deciphering and that we now find it desirable to increase this vocabulary and skill by giving more practise in reading than can be covered satisfactorily in the class period devoted to intensive work. We therefore choose a book which we think they should be capable of reading and which we hope may interest them. They are directed to read it as they would a story in English, reading the first chapter or two carefully until they have placed the characters and grasped the situation, and then reading on for the story's sake, trying to get the meaning of new words from the context as far as possible, but looking up those words which occur several times and about whose meaning they are still in doubt. Every story has a number of frequently repeated words, a certain vocabulary peculiar to it, occasioned by the setting of the story and the style of the author. It is true that the range of some of these words may not be large, but we assume that we have reached the stage where we no longer have to winnow so carefully the chaff from the wheat, and where the essential vocabulary, frequently repeated in this particular story, will be grist for our mill. The student's vocabulary is thus increased by new words learned directly in context, and his already known vocabulary and feeling for the language is strengthened and enriched by new associations. By-products which we hope may be attained are an increasing sense of power in reading, accompanied by a sense of pleasure, and an acquaintance, though superficial, with some of the

outstanding authors of French fiction. Understanding of the philosophy of these authors and appreciation of their style we must necessarily leave out of account at this stage, in dealing with students whose knowledge of the language is still imperfect; familiarity with a plot and the characters of well known books is found however to be of considerable help when students later begin the study of "literature" as such.

Granted then that out-of-class or "extensive" reading is of value, the question arises as to how we shall check its accomplishment by the student. This has long been a difficult subject. If such reading is optional, we may take it for granted that the student is "getting something out of it" if he asks for books, or, if there is any doubt as to this, the teacher may satisfy himself by asking a few questions about the story. But if this out-of-class reading is required, we must have some way of ascertaining whether it has been done at all, and with what measure of success.

The most important desiderata for any test are that it shall be objective, uninfluenced by the subjective opinion of the teacher as to the merit of the answer, and that it shall be "pure," that it shall measure that skill which it pretends to measure, uninfluenced by any other skill. Another consideration devoutly to be wished by the teacher is that the test shall be one which can be scored accurately and rapidly. Let us examine possible methods of testing out-of-class reading, bearing in mind that what we are testing is first, whether the student has read the story with sufficient attention and comprehension to follow its plot and the development of the characters, and second, whether he has added to his recognition vocabulary the essential vocabulary of the story.

One way of testing is to ask the students to write out the translation of a paragraph or two. But this is a direct contradiction of what we told the student to do, i.e. to try to get the thought directly, without the interposition of English. It may be argued that if the passage is carefully chosen, not one so easy that the student could have read it at sight before reading the book, nor yet one containing unusual difficulties, this translation will show, by sampling, whether the student has acquired the essential new vocabulary. But reading and translation are two different matters. The latter is an "art"; it is more difficult than the former, and is dependant on the student's skill in English idiom. The mark given is therefore not "pure." Moreover, even if it indicates to our satis-

faction whether the student has comprehended or not those particular passages, it gives no evidence that he has read the rest of the story. The mark given is certainly subjective and the test is not one that can be accurately or rapidly graded.

Another possibility is to ask the students to write a résumé of the story either in English or in French. The objections just made hold true here also. What we obtain by this method is indication as to whether the student has read the book, to be sure, but tinged in one case by his ability to make a résumé in English (and with no sure indication that he has not read the book in that language) and deeply, darkly dyed in the other case by his ability to express himself in French. These tests are also highly subjective and require an enormous amount of time for reading and evaluation.

A third method, in vogue in some institutions, is to require the filling out of a blank containing specific questions as to author, characters, plot, style, a significant quotation, etc. The result is difficult to grade, indeed is sometimes recognized as "ungradable"; and what is measured is largely literary appreciation, a subject which we certainly wish to test at a later stage, but which must at this point be very superficial. And if the questions and answers are in English, what assurance have we that the student has read the book in French? The requirement made in one institution that the students bring the French text to class every Monday morning does not inspire us with confidence in its efficacy.

So far our criticism has been destructive; none of these tests fill our specifications. There remains another method for which the authors of this article can claim no credit for invention, nor for adaption to this purpose, but which, in collaboration with the other members of their department, they have developed in a period of five years experimenting and have found to be so practical that they wish to argue here as to its value and urge its wider adoption. It is the use of true and false statements on the plot of the story.

This method meets our criteria: the test is objective, as it is scored with a key, and it is also rapidly and accurately scored; it measures one thing only, whether the student has followed the development of the story, uninfluenced by his ability to express himself in either English or French, and is therefore "pure"; by the fact that the statements are in French and are couched in the vocabulary of the book it measures, to a certain extent, vocabulary

growth, and guards against the possibility of the student's passing the test after reading the book in English, a precaution not often necessary, but still one which it is best to take.

The use of true and false statements is well known in other subjects and is recognized as a legitimate method of testing. It would be out of place to reargue its legitimacy here, but it may be well to review the points which must be kept in mind in making and administering this type of test.

The test is prepared on mimeographed sheets and carefully guarded that it may not circulate among the students. We give, as a sample, the first fifteen questions from a test on Les Misérables.

Les Misérables

The following statements are based on the story Les Misérables. Mark, in the space left for that purpose, the true statements with + and the false statements with O. A statement is not true, if only part of it is true. Do not guess, it will lower your score.

1.	Jean Valjean fut condamné aux galères pour avoir tué un boulanger)
2.	Pendant qu'il était au bagne il chercha plusieurs fois à s'évader)
3.	Il fut repris et ses années de prison furent augmentées)
4.	Quand Jean Valjean entra dans la ville de Digne, il avait l'air bien misér-	
	able()
5.	Il avait faim et il était très fatigué)
6.	A la première auberge où il entra, on refusa de le recevoir parce qu'il n'avait	
	pas d'argent()
7.	Il passa cette nuit-là dans la niche d'un chien)
8.	Une femme lui dit de frapper à la porte de M. Myriel, l'évêque)
9.	M. Myriel avait deux sœurs qui vivaient chez lui, Mlle Baptistine et Mme	
	Magloire)
10.	L'évêque refusa de recevoir Jean Valjean parce que les deux femmes avaient	
	peur de lui()
11.	Il lui offrit une place à l'écurie et un morceau de pain)
12.	Mais Jean Valjean avait de l'argent et pour trois francs l'évêque lui donna	
	une chambre et un bon repas)
13.	Jean Valjean vola à l'évêque les six couverts d'argent et les deux chande-	
	liers()
14.	Les sœurs de l'évêque dénoncèrent Jean Valjean à la gendarmerie)
15.	Les gendarmes ramenèrent Jean Valjean à la gendarmerie)

In drawing up the statements the following points must be borne in mind:

(1) There must be enough statements to cover the important

points of the story and to prevent skipping or scanning; from 80 -100 questions have proved satisfactory for a text of 120-180 pages.

(2) The number of true and false statements should balance or

almost balance.

(3) The vocabulary employed in the questions should be that employed in the book. Care should be taken not to use a word of infrequent occurrence which is not employed in the text with some degree of frequency and which is not easily recognized from the context. The construction of the sentences should be somewhat

simpler than that of the text.

(4) Names of very minor characters, dates, numbers, any details unimportant for the development of the story should not appear in the statements. For example, in the following statement from Les trois Mousquetaires: Godeau envoya à d'Artagnan douze bouteilles de vin d'Anjou there are three unimportant details, the kind of wine, the number of bottles, the name of a character who appears only on this occasion. None of these details have any importance in the development of the plot, and the inclusion of any one in the statement would certainly cause a student to hesitate and possibly to guess, the thing we wish most of all to avoid. The reception of the wine is, however, important for the plot, as it represents an attempt on the part of Milady to poison d'Artagnan, and might be formulated as follows: D'Artagnan reçut un cadeau de quelques bouteilles de vin; or, as a false statement: D'Artagnan envoya quelques bouteilles de vin à ses amis.

(5) The statements must be unequivocally true or false. To make them so, and at the same time not to make true statements which are too easy, and false statements which on their face are absurd, is a task more difficult than one would imagine. The most satisfactory method of preparing the questions that we have found, in order to avoid both this danger and the one mentioned in (4) above, is to have two persons, working independently, draw up two sets of statements, criticise these mutually and then combine the best of the two sets. Even when this care is taken the first draft tried out on the students is likely to contain some statements liable to a double interpretation. For this reason students are asked to write at the bottom of the page criticisms of any statements which seem to them ambiguous, and these statements are changed or

omitted in a second version. Experience has shown also that in the first draft there will be some statements which have an unusual proportion of incorrect answers, an indication that the statement contains a "catch" of some kind which makes it undesirable for our purpose. These statements are also altered in the second draft.

The tests may be administered in various ways. Students may be required to read a certain number of pages by a certain date, on which date the tests are distributed and marked up to the point assigned. If this method is followed, it is best to divide the test into three or four sections, as events which are clear at the beginning of the story may become hazy at the end. There is some advantage in using this method with a class taking this kind of test for the first time, or with a class that has to be pushed; the disadvantage of it is that it does not allow for individual differences in the rate of reading, that students who could have read farther have no incentive to do so, and that the slow readers are tempted, in spite of the warning that it will lower their score, to guess the answers to the last questions. The assignment of a minimum amount of time to be spent in out-of-class reading is unsatisfactory for the same reason that it does not allow for individual differences in reading, due either to native ability or superior preparation. And it is attainment that we wish to emphasize rather than the amount of time spent. The most satisfactory method which we have found is to state at the beginning of the semester the minimum number of books which are to be read out of class and the approximate number of weeks allowed for each. If the class is grouped in sections based on ability, the number of books read in a superior section may be greater than the number read in a weak section. The test sheets are distributed once a week, preferably at the beginning, and each student marks up to the point to which he has read. Students may also be allowed to ask for their sheet on other days, if they have done a considerable amount of reading. It is found of course that a few students are well in advance of the majority and that a few lag far behind, either from failure to spend sufficient time or from reading disability, but we have also found that a spirit of academic rivalry tends to make all these three groups speed up somewhat more than they would if they had no measure by which to judge their own speed. The laggers are questioned to find whether their slowness is due to failure to spend sufficient time, or to reading inability. If the latter is the case, an attempt at diagnosis should be made to ascertain whether this reading inability exists in English as well, or whether it is caused by lack of vocabulary or the habit of deciphering rather than reading with direct comprehension. The rapid readers may begin another book without waiting for the rest of the class to finish, thus often reading one or more books than the average. The rapid readers are usually, but not always, the most accurate. Marked inaccuracy is due to the habit of scanning, to carelessness, or to guessing, all faults which are capable of correction by the student, and which should be heavily penalized in the hope that they will be remedied.

The tests are corrected very rapidly by the use of a key, and the grade is given, as experts assure us it should be, by subtracting the number wrong from the number right, thus giving no chance to score on mere guessing. The passing grade must be determined somewhat by the performance of the class as a whole. It may be that the book is too difficult for the class, or that the questions, especially the first draft, are not well drawn up, in which case it is only fair to the student to take as a base for grading the average accomplishment of the class. Over a five year period of experimentation it has been found that about 5% errors are made by the upper quarter of the class, 10% by the average and 15% by the lower quarter. It has been our habit to offer students who have not obtained a passing grade the opportunity to reread the book and take the test over rather than to receive a grade of failed. This opportunity is almost invariably accepted and is found to be more profitable to the student than to read a new book.

The question as to what stage of progress should have been reached when this method of testing may be successfully tried was sidestepped at the beginning of this article, by assuming that the stage is reached when the students have acquired a certain basic reading vocabulary and are able to read without deciphering. But the determination of the basic reading vocabulary has only recently been accomplished. We have therefore, in practise, been obliged to make a further assumption, which, though it is not al-

¹ Vander Beke, A French Word Book, Macmillan, 1929.

ways well founded in individual cases, has worked out on the whole fairly well: we assume that the freshman entering college with two or three years preparation in French has reached this stage. Students entering with two years French are given first La Mère de la Marquise and Le Juif polonais, as easy reading. These are followed by abridged school editions of Les trois Mousquetaires, La petite Fadette, Les Misérables, Eugénie Grandet, Notre Dame de Paris. Tests on other texts are in preparation.

A further advantage of the use of true and false tests, which may be mentioned in conclusion, is that of all the methods which we have tried for testing out-of-class reading, this one has met with the greatest favor on the part of the students, who feel that it is a fairer test than the others, and who find stimulation for increased reading in the fact that their efforts are given just

recognition.

EUNICE R. GODDARD LOUISE C. SEIBERT

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J'aime le français, j'aime écrire Des mots en français et les dire. J'aime le professeur, je l'aime bien, Mais je n'aime jamais les examens.

ELIZABETH DONOGHUE

[Verse written by a second year high school pupil and added at end of a recent French test.]

THE VOCABULARIES OF TWO DIRECT-METHOD FRENCH GRAMMARS FOR BEGINNERS

(Author's Summary.—The purpose of this study is to evaluate critically, on the basis of relative usefulness, the vocabularies of two specific French grammars, comparing them with the French Word Book² as regards frequency and range of occurrence, and to draw conclusions with respect to vocabularies in these and other textbooks for beginners.)

THERE has been a growing realization of the need for more scientific methods of measuring in all subjects of study in the educational field. One of the recent manifestations of this tendency has been the critical examination from the point of view of usefulness of the vocabularies of modern language textbooks. Vocabularies in language courses vary so widely in size and in content that a student who changes school or grade finds here one of his greatest difficulties. This divergence has also made it very hard to organize reading material from the point of view of progression in vocabulary difficulty. Heretofore vocabulary choice in beginners' books has been too much a thing of personal opinion.

The command of a vocabulary that is 'active' is basic to any knowledge of a foreign language. Vocabulary is the foundation upon which further language experience is built. By an 'active' vocabulary we mean a vocabulary that the student can actually use in speech and writing. For the building of this type of vocabulary the authors must limit their vocabularies, choosing words that are useful and providing for frequent repetition since beginners' books prepared with the direct-method principle as a basis may be regarded as best exemplifying current practice in building an 'active' vocabulary. The texts for this study were selected as specimens of books of that type.

The first step in this undertaking was to list all of the French words that occurred in the actual lesson material in the two gram-

¹ Bovée, Arthur G., Première Année de Français, Ginn & Co., 1922. De Sauzé, E. B., Cours Pratique de Français pour Commençants, John C. Winston & Co., 1927.

² Vander Beke, G. E., A French Word Book, Publications of the American and Canadian Committees on Modern Languages, Vol. xv, Macmillan Co., 1929.

³ Wood, Ben D., "A Comparative Study of the Vocabularies of Sixteen French Textbooks," in the *Modern Language Journal*, xi, 1926–27. Cartwright, C. W., "A Study of Eleven Spanish Grammars and Fifteen Spanish Reading Texts," in the *Modern Language Journal*, x, 1925–26. Keniston, Hayward, Spanish Idiom List, Publications of the American and Canadian Committees on Modern Languages, Vol. xi, Macmillan Co., 1929.

mars, with the exception of a few omissions such as definite and indefinite articles, the conjunction et and such other words as were deemed unimportant as far as the results were concerned. For each book two lists were made—an alphabetical list showing frequency and range (i.e. the number of lessons in which each item occurred) and a list arranged in the order of descending frequencies. The range by lessons was noted but no computations were made owing to the great divergence of the two texts as to number of lessons—162 lessons in one text as compared with 35 in the other. Comparisons of these vocabularies were then made with the French Word Book. The following table will show some of the results:

		Première Année	Cours Pratique
	Total number of vocabulary items	2423	3009
	Items having a frequency of less than five	783-32.31%	1487-49.18%
	Items having a frequency of five or more Items having a frequency of	1054-43.41%	989-32.96%
	50 or above	119- 4.91%	65- 2.26%
	Items having a frequency of a 100 or above	117- 7.40%	57- 1.95%
6.	Items not in the French Word Book ⁴	290-11.97%	411-13.65%

While the vocabulary in *Cours Pratique* is larger by 586 words, the number of pages in this book is much smaller than the number of pages in *Première Année*. This illustrates the point that a smaller vocabulary will probably result in more repetition than a large vocabulary, as one would naturally expect. In the latter text 43.41 per cent of the items had a frequency of five or more as compared to 32.96 per cent in the text with the larger vocabulary.

It is interesting to note that such common words as: arbre, âme, bonheur, cheveux, étranger, feu, jardin, paysan, peur, vent, coeur, corps, ennemi, malheureux, après que, and others of a like nature including very common verbs, have a frequency in the books of five minus. This fact alone provides evidence that textbook makers should make a conscious effort at repetition. Vocabulary items that

⁴ Explanation of the apparently large number of such words will be given below.

are, in the opinion of the author of the textbook, not important enough to be repeated as many as five times should probably be omitted entirely. It is possible but hardly probable that words with such a low frequency will become a part of the student's active vocabulary, unless teachers are very insistent on the repetition in special exercises of the words occurring so infrequently in the text. These words may serve for recognition purposes, but not for actual use. The number of such items in both texts is far too great.

To determine the relative importance that words with a frequency of less than five have in Part II of the French Word Book, lists were made to show the position these words occupy in that list. The first 1600 words of the French Word Book were divided into groups of two hundred words each and the items in the grammars were checked according to the group to which they belong in the French Word Book. The following results were found:

French Word Book	Première Année	Cours Pratique
I (100-199)	10	23
II(200-399)	33	54
III (400-599)	40	73
IV (600-799)	45	66
V (800-999)	34	67
VI (1000-1199)	40	60
VII (1200-1399)	31	60
VIII (1400-1600)	40	40
Beyond 1600	264	616
Number found in French		
Word Book as different		
part of speech	7	39
Number not in the French		
Word Book	239	389
Totals	783	1487

The above table is to be interpreted as follows: ten words with a frequency of five minus in *Première Année* and twenty-three words in *Cours Pratique* occurred in the first group of 200 words in the *French Word Book*, etc. These figures serve as further illustration of the need for a common basis for the choice of vocabulary such as offered by the *French Word Book*, which it must be remembered was not available at the time that these two textbooks were prepared.

Thirty-four per cent of the words with a five minus frequency, in the one case, and 30 per cent in the other, are words that appear in the first 1600 items in the French Word Book. We are, therefore, able to estimate the importance of these words on a relative basis, as they occurred in at least 24 of the sources on which the Vander Beke list is based, for the lowest range a word can have and yet fall within the first 1600 items of that list is 24.5 In the one case 30 + per cent of the items with a five minus frequency, and in the other 25 + per cent do not occur at all in the Vander Beke list. This is due to the fact that no words which did not occur in at least five sources were included in the French Word Book. The low frequency of this last group of words in these two textbooks is, therefore, justifiable in a certain sense, but one naturally raises the question whether words in this category should find any place in books for beginners.

The number of words which do not appear in the French Word Book 239 and 389 respectively—appears large but it can be accounted for partly by the fact that there are several idioms, or compound nouns, e.g., chambre à coucher, au revoir, that are not in that list in their compound forms although the component parts are entered there. Negatives also add to the length of this list, e.g., ne..rien, ne...pas, are not found in the French Word Book inasmuch as they are in Cheydleur's French Idiom List. Numerals and grammatical terms also swell the length of the lists for both books:

	Numerals	Grammatical terms
Première Année	46% of 239	25% of 239
Cours Pratique	24% of 389	18% of 389

The lack of these items in the French Word Book can be accounted for by the character of the material checked.⁶

Among the items which appear in the two textbooks but do not appear in the French Word Book there are some which seem to be fairly common words. Eliminating those belonging to grammatical terminology and numerals, there are 43 items in Première Année and 45 items in Cours Pratique that may be listed under this head. Of the first group of 43 items, 24 have a frequency of five minus. These words should, therefore, occur more frequently to assure their retention by the students. The remaining 19 items of the list

⁸ Cf. Vander Beke, G. E., op. cit., pp. 7-9.

⁶ The character of the material in that study will be noted below.

for Première Année have a frequency high enough in that work to be in proportion to their usefulness in the text. Of the group of 45 items in Cours Pratique 35 have a frequency of five minus. Therefore only 10 have a frequency high enough to render them useful, as the adjective is used in this paper. Less than half of these items in the two texts have a frequency high enough to make it probable that they will become a part of the student's active vocabulary. Although it is recognized that one of the aims of the direct-method is to teach to read, a percentage of active vocabulary words which makes up less than one-half of the total vocabulary would seem to be too small a per cent.

List of Items Not Appearing in French Word Book But Which May Be Considered Common

	Pre	emière Année-Total	l, 42 ite	ems.	
aéroplane	2	éponge	33	porte-monnaie	4
au revoir	14	garage	13	porte-plume	3
banane	35	gigot	1	potage	1
bouchée	2	halte	3	prune	12
brosse	4	hors d'œuvre	2	que (exclam.)	2
brosser	4	laitue	1	rhume	1
cerise	1	librairie	27	salle de bains	4
chambre à coucher	14	meunier	2	sole	1
chemin de fer	8	nager	12	téléphoner	29
citron	15	neiger	11	thé	19
croix de guerre	6	omettre	1	tout le monde	35
dès que	6	orange	27	vous-même	3
dictée	40	petits pois	3	voyelle	35
elle-même	2	pomme de terre	1		
	(Cours Pratique—Tota	al, 45 ite	ms.	
aéroplane	2	en haut	4	petits pois	5
ascenseur	2	factionnaire	2	photographe	6
au revoir	7	fumeur	4	pomme de terre	4
aviateur	2	haricot	5	porte-monnaie	2
banane	2	huftre	2	que (exclam.)	2
bon marché	8	invalide	2	rosbif	3
bouchée	1	laitue	1	salle de bains	3
bouillon	3	mal de mer	2	salle de classe	8
brosse à dents	3	manchon	2	tableau noir	12
brosser	7	ombrelle	4	tarte	2
chambre à coucher	5	omelette	4	taxi	2
chemin de fer	2	omettre	7	tout le monde	3
coup de sonnette	3	orange	4	tranchée	2
demi-tasse	1	peigner	5	vous-même	2
11 .		•			

1 petit pain

elle-même

The number of items appearing in the two textbooks which may be considered as in current use but not occurring in the French Word Book, is relatively small. This fact becomes more surprising when we consider the divergence of the material used. On the one hand, the sources for the French Word Book are chiefly literary in character, and on the other, the material for the two textbooks was chosen independently by the authors. A considerable number of these items belong to the category of food or other things connected with eating, which gives further evidence of the differences of a vocabulary drawn from written sources and one made arbitrarily for the purpose of dealing with certain aspects of daily life. In the estimation of the writer of this study there are too few of these 'daily life' items in textbooks of this nature. A larger vocabulary of such words would give the language more vitality for the student. For reading purposes, however, their usefulness would be doubtful because such words are not commonly encountered in literature

Some conclusions can be drawn from this study of vocabularies. As the vocabularies differ in size by 586 words-Cours Pratique having the larger vocabulary—so does the percentage of words having a frequency of more than five differ. In Première Année 43.41 per cent of the vocabulary items have a frequency of more than five, and in Cours Pratique, 32.9 per cent have a frequency of more than five. Not only does the former text have a larger percentage of vocabulary items that appear more than five times, but the number of these items that have a frequency of 50 plus is over twice as large, 296 as compared to 122. In both texts the percentage of items having frequencies of more than five is low in proportion to the total number of vocabulary items. If, however, the vocabulary is designed for recognition purposes, the high frequencies are probably less imperative. West very neatly summed up the value of frequency: " 'most frequently' is tantamount to 'most useful' and 'most likely needed'."7

At least one reason for the variations in frequency between the two books is the fact that *Première Année* has almost twice as many pages as *Cours Pratique*, and hence offers a greater opportunity for repetition. Thirty-four per cent and 30 per cent respectively of the items with a frequency of five minus fall in the first 1600 of the

⁷ West, M., "Speaking Vocabulary in a Foreign Language," in the *Modern Language Journal*, xrv (Apr., 1930), p. 515.

French Word Book. If these words were not relatively very frequent in written French, they would not appear among the first 1600 words in such a list. Consequently these very useful words should be repeated oftener in textbooks designed for building up a highly useful active vocabulary.

In Première Année, 32.31 per cent of the words have a frequency of five minus, while the percentage for Cours Pratique is 49.18 per cent. The much larger percentage, in the latter, of words that are not repeated often is, in part, explained by the difference in size of vocabulary. However, the proportions in both books are surprisingly high, and show the need for greater attention to question of vocabulary in textbook making. Words with such low frequencies are practically useless as far as retention by the student for active use is concerned. Psychologically speaking language is a matter of sensori-motor learning and according to Freeman the golden rule of sensori-motor learning is much repetition.8

Range was checked in the study. It is highly improbable that words which have a high frequency and a low range, e.g., lire (freq. 28, range 4) will be remembered as well as a word that is presented in a greater number of lessons, e.g., $s \alpha ur$ (freq. 28, range 12). In the French Word Book the first 1000 entries have correlation of .77 between range and frequency which shows a close relationship between these two categories in written French.

Inasmuch as these two textbooks show similar tendencies in regard to choice and distribution of vocabulary, it is possible to draw tentative conclusions applicable to other books that come under the same classification. These results become more valuable from the fact that they harmonize with the conclusions drawn by Miss Blackburn in her study of Cardon's Première Année Moderne and Béziat and Dey's French Grammar. The vocabularies are too large in these beginners' books. It would be much better to have a limited vocabulary of more highly useful words. Both books contain a surprisingly large percentage of words with low frequencies. Such a condition is not favorable to the development of an active vocabulary. There is also an abundance of French grammatical

⁸ Seibert, L. C., "An Experiment in Learning French Vocabulary," in the Journal of Education Psychology, XVIII (1927), p. 309.

⁹ Blackburn, Margaret, "An Analysis of the Vocabulary of Two Recent French Grammars," in the *Modern Language Journal*, Vol. xiv (1930), pp. 431-441.

terms in the books examined in the two studies. It is very possible that the texts in which the grammatical material is presented through the medium of the foreign language may unduly swell their vocabularies with words that belong to the grammatical category. These words will not be useful in later language experience, e.g., adjectif, conjuguer, conjoint, superlatif, voisé, and dévoisé. In these particular grammars the authors have, in most cases, given grammatical terms a sufficiently high frequency to make them become a part of the student's active vocabulary, —if that is desirable.

Word-counts are valuable to the teacher and to the textbook maker. To the latter, they offer a scientific basis for the selection and the ordering of vocabulary in foreign language textbooks. Without them the textbook maker has to rely on personal opinion, and thereby the students are at the mercy of the idiosyncrasies of authors. For teachers they serve as a standard by which textbooks may be evaluated. It cannot be expected that modern language teachers will evaluate books in any such detail as is exemplified in specified word-counts. They can, however, follow a simpler plan, such as a sampling of the vocabulary. Studies of this kind can only suggest to teachers and to textbooks makers the things that should be kept in mind in the choice and the distribution of vocabulary material, but it is not rash to surmise that the textbooks of five years hence will show fewer eccentricities in the choice of vocabulary material than are displayed by the textbooks that have been so far studied from this point of view.

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AN EXPERIMENT IN READING

THIS is the report of an experiment performed in a classroom of the University of Chicago High School on March 5, 1931, at the time of the visit of Professor Michael West, Principal of the Teachers College, Dacca, Bengal, India. The class concerned was a second-year French class which was in its fourth semester of study. This class started the study of French in the University High School under the following conditions: During the first two semesters there were but four recitations per week and no home assignments. During the second year, that is, the third and fourth semesters, as ten pupils of the class were Seniors, the teacher had permission to make moderate home assignments. The class had been taught by the Organized Direct Method.

Professor West expressed the desire to get evidence of their ability to read. As the pupils were reading "Le Voyage de Monsieur Perrichon," we decided to use an entirely different text, "L'Abbé Constantin," for the experiment. Professor West helped us prepare twelve questions based on pages seven to twelve of the American Book Company's edition of "L'Abbé Constantin," questions that would test the pupils' ability to get the thought of the material read. The first half of the class period was spent in a discussion of "Le Voyage de Monsieur Perrichon." When this twenty-five minute period was over, the pupils were given the test on "L'Abbé Constantin." The instructor read the first two pages to the class, i.e., pages five and six, giving explanations as far as possible in French. The pupils were then told to read silently the next five pages, which included 1,070 words. When a pupil finished reading, he indicated the fact by rising. He was then instructed to close his book, to turn his chair around, and to answer the questions written on the back blackboard. The answers were written in English. Inasmuch as the books were closed, it was a test of memory as well as of comprehension.

The average time for reading the five pages silently was 9.75 minutes. The average number of correct answers out of the twelve questions was 8.2, and as only two pupils answered the twelfth question, which was based on the last two lines of the passage, it is probable that it was a mis-fire. It might be added that this is in no way an unusually brilliant class, but rather a normal product of the method.

The result of this experiment is offered to the teachers of modern language as a bit of evidence to show that the ability to read with speed and a fair degree of accuracy is one of the attainable objectives of teaching a modern language if the Organized Direct Method is used. It should be remembered by those who read this report that the vocabulary of "L'Abbé Constantin" oftentimes

runs beyond the 4,000 word frequency.

In discussing the experiment, Professor West said that he could not give an exact opinion of the results because his reading tests were based on material which contained no new words. Obviously such a procedure would merely test the extent to which the pupil had mastered previously studied material. It has been our practice to give a passage containing some unknown material, as being more a test of power attained, in view of the fact that the pupil is sure to find unknown material in any reading he may do in the future. However, this was merely a difference in point of view, and does not affect the facts of the experiment as stated above.

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- Sandal, Caroline: "Difficulties in the Learning of French in High Schools." XII:6: 13-22. Discusses reasons for the number of failures and suggests remedies.
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Anon: "Summer Schools of Spanish and Portuguese." LXIV:3:262-264. List of summer schools compiled from advance notices for summer of 1930 and a brief survey of courses offered.

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Shelton, W. H.: "The Publications of the Modern Foreign Language Study." X:1: 3-6. Brief statement of the significance of the various volumes of the Study.

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- Anon.: "The Place of Foreign Languages in a High School Curriculum." No. 86: 1-6. Discussion of aims and objectives and measurable results based on a report made by the foreign language department of the Wisconsin High School.
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- Meyer, Lydia: "Editorial." No. 80:3-4. Conduct class work like a game. Greatest criticism of our class work today is that teachers and pupils don't enjoy it.
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- Clark, T.: "Teaching French over the Radio." III:4:247-251. Suggestions for teaching French to beginners.
- Kurz, H.: "Mark Hopkins on a French Log." IV:2:105-125. Offers suggestions of twelve professors for promoting the reaching of the individual student.
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- Smith, H.: "The Junior Year in France." IV:1:41-48. Suggestions for the preparation of the "Junior Year Abroad" Students.
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- Jackson, E.: "Debunking the Subjunctive." III:3:103-106. Disapproves of the Prokosch terminology and suggests that the question of tense can be more intelligently studied if approached through the English conditional.
- Kaufmann, F. W.: "Erarbeitung of the Subjunctive." III: 2:41-46. The difficulties of the subjunctive can be simplified by adopting Professor Prokosch's terminology, and by making a clear distinction between the formation and use of the subjunctive.
- Stroebe, Lilian L.: "Reading Comprehension Tests." III:3:79-94. Reproduction of some of these tests with which the author has experimented for a number of years.

THE HIGH SCHOOL TEACHER

Kaulfers, W. V.: "Eccentricities of Spanish Gesture." VI:5:186-193. Study of typical ones which will develop in a classroom an appreciation of the aural aspects of speech.

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- Alpern, H.: "A Symposium on the Literary and Cultural Value of Spanish." XIII: 3:137-144. Testimony of outstanding men of letters and eminent critics on the cultural value of Spanish.
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- Sparkman, C. F.: "Bilingual Reading Texts for Beginners." XIII:3:201-212. Advocates this only for the initial stages in order to equip students economically with a reading vocabulary.
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 This excellent list of books covering many fields will interest pupils as well as teachers.

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- Monroe, R. E.: "Itinerant America." XIV:5:349-356. Time is not far distant when the language teacher who has not been in Europe will have difficulty in finding a position; merits of tours versus study, and of good and bad tours.
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Tharp, J. B.: "The Effect of Oral-Aural Ability on Scholastic Achievement in Modern Foreign Language." XV:1:10-26. It is not yet proved that oral-aural instruction is valid as a means to attainment of mature reading habits. Let us teach speech and audition as ends in themselves to those students in whose potential capacities lies the future of modern foreign language instruction.

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Crawford, C. C.: "The Direct Method in Spanish." XV:1:9-11. Summary of a study made by Miss D. Payne as basis of M.A. degree. Mr. Crawford presents his own conclusions, ten factors in favor of this method.

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Wright, L. O.: "American-English Pronunciation of Spanish E and O." XV:3:85–90. Choose approximation of sounds from the pupils' natural pronunciation which shall do least to lead them astray in the long run.

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^{*} Summaries by E. O. Wooley.

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Griebsch, Max: "Zur Methodik des deutschen Unterrichts." XXII:167-174; 204-208. Indorses the direct method and applies its principles to instruction in speaking the foreign language.

Henmon, V. A. C.: "The Vocabulary Problem in the Modern Foreign Languages." XXII:33-39. Indicates limitations and uses of the word lists published by the Modern Foreign Language Study.

Hinz, S. M.: "German Games for Club and Classroom." XXII:20-28. Directions for playing games valuable in language instruction.

Hinz, S. M.: "Rätselreime und Scherzfragen." XXII:116-119. One hundred riddles and conundrums for classroom use.

Prokosch, E.: "Sprachgeschichte und Sprachunterricht." XXII:9-12. Discusses historical development of declensions. Continues the series of articles of Vol. XXI

Purin, Chas. M.: "German Pronunciation." XXII:214-215. Practical directions for learning to pronounce difficult German sounds.

Schomacher, Christel B.: "The Function of Grammar in the Attainment of Reading Knowledge." XXII:164-167. Shows that ability to read is dependent on a knowledge of essentials of grammar.

Stroebe, Lilian L.: "Aus dem Schulzimmer." XXII:13-18. Suggestions for preparing a review lesson.

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Extensive list of modern German books for students' private reading.

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- Charles, A. M.: "Reason for the Faith that is in Us." XXVII:41:228-233. Discussion of the valuable utilitarian ends the study of Modern Languages may serve.
- Fraker, C. F.: "Spanish in the High School—a College Viewpoint." XXVII:41: 227-228. Analyzes the reason for college failures in Spanish in the second year, the requirements that should be made and the points to be required of the teacher.
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BOOKS AND PAMPHLETS

Crawford, C. C.: "Learning a New Language." Pub. by C. C. Crawford, University of Southern California, Los Angeles. XII plus 242 pp. Consists of thirteen chapters of problems and devices in language learning. Full biography at end of each chapter.

Mays, Ruth: "A Guide for Teachers of Modern Foreign Languages." The Southwest Press, Dallas. VIII plus 123 pp. A manual prepared for teachers in high schools and junior colleges, for classes in methods of teaching foreign languages in teachers' colleges, for advanced students who wish a condensed summary of methods. Large bibliography.

Miller, Evelyn: "Handbook of Extra-Curricular Activities for the Spanish Department." San José High School Print Shop, San José, Cal. 97 pp. Valuable for

teachers sponsoring clubs, exhibits and other activities.

Publications of the American and Canadian Committees of Modern Languages

Bagster-Collins, E. W.; Werner, O. H.; Woody, C.; Breed, F. S.; Ford, H. E.; Morgan, B. Q. and Overbeck, L. M.; Gilman, G. M.; Kurz, H. and G.; Van Horne, M. and J.; Tharp, J. B.; Rice, G. A.; Dvorak, A.: Vol. XVII, Macmillan Co. New York.

"Studies in Modern Language Teaching." XXXI: plus 491 pp. The above mentioned men and women have contributed reports in the order named.

I. "History of Modern Language Teaching in the United States." Setting out of which inquiry grew. (6–15) Colonial and Early Republican Schools. (15–26) Modern Languages in the Elementary School. (26–39) In the High School. (39–46) College Entrance Requirements. (46–49) Modern Languages in the Junior High School. (49–72) In the Colleges. (72–74) The Development of Modern Language Scholarship. (74–76) Library Collections. (76–79) The Training of Modern Language Teachers. (79–94) The Development of Teaching Methods. (94–96) The Development of the Modern Language Examination.

II. "The Influence of the Study of Modern Foreign Languages on the Development of Desirable Abilities in English." (99–145) Detailed report of investigation carried on in 1925–26 among high school and college students with tables showing distribution and interpretation of scores on the following tests: (1) Silent reading—speed and comprehension, (2) punctuation, (3) sentence structure, (4) language, (5) grammar, (6) vocabulary.

III. "The Influence of the Teaching of First-year French on the Acquisition of English Vocabulary." (149–184) If acquisition of English vocabulary is one of the aims to be stressed in the teaching of French, methods of teaching which will result in a better realization of the aim should be devised.

IV. "The Reliability of the Trabue French Composition Scale." (185-198).

V. "The Reliability of the Trabue French Composition Scale for Scoring Ten-Minute Compositions." (199–210). These last two studies of the French composition scale are statistical experiments with this scale to determine its general reliability and its reliability for more extended compositions than those reported by Henmon in his "Achievement Tests."

VI. "Active and Passive Vocabulary." (211–221) A study giving results of a statistical comparison of achievement in active and passive vocabulary at the University of Wisconsin.

VII. "The Cultural Material in the French Curriculum of Illinois High Schools." (224-277).

VIII. "The Realia Found in French Readers used in College Courses." (279-324).

IX. "The Cultural Content of Spanish Reading Material at the Junior College Level." (326–363) The last three chapters are investigations through the application of an objective method of analysis with the cultural material found in three groups of foreign language texts. The measuring scheme used was devised by Coleman aided by counsel from W. W. Charters.

X. "Sectioning in Romance Language Classes at the University of Illinois." (366-432).

XI. "A Study of Achievement in French and Spanish in Junior and Senior High School, with consideration of some of the Factors that condition Achievement." (433–471) Chapters X and XI report on the use of achievement tests to determine results of several types of organization and of method in Modern Language learning.

XII. "The Prevalence and Utility of the Modern Foreign Language Requirements for the Master's and Doctor of Philosophy Degrees." (473-491) By means of wide survey of practice and opinion, author seeks light on the modern language requirement for graduate degrees.

GRACE P. YOUNG

Indiana University

Editorial

IN VIEW of the controversy that wages over the "Coleman Report" and the "reading method," the editor is moved to try to analyze from a somewhat neutral position the disagreement in the two camps in order to ascertain the actual degree of difference which may exist, all the more so, indeed, on account of the two communications published in this issue under "Correspondence."

It seems that there must be a common ground on which the twain can meet. If we cannot as teachers of languages decide for ourselves what shall be our objectives, then we shall soon see the matter decided for us by the "education experts." Wherein do the two camps disagree? The one great pierre d'achoppement seems to be the amount of extensive reading to be done. We are all agreed that reading should be the main objective. The "Coleman Report" certainly approves of the aural-oral approach and of the development of other skills than silent reading. Is not the whole battle rather over the amount of reading and particularly the amount of extensive reading?

No one will contend that we can attain the fourfold objective in the two-year course. We can but progress toward it. We can make a good start, and a rather large number of us are convinced that we are not giving the pupil the proper start unless we have that fourfold objective in mind. Nor would the "reading methodists" abandon all aural-oral skill. Hence it is a case of evaluating the relative emphasis to be placed on each part of the fourfold objective, i.e., we all say reading shall be the main aim but we do not seem to be able to get together on the relative importance of this main aim, whether it shall most decidedly outweigh the other aims so that they shall practically disappear from the picture as some proponents of the reading method (but apparently not Professor Coleman) maintain, or whether it shall be given an importance definitely outweighing the others but not eclipsing them, as the "aural-oralists" believe.

Your editor is definitely committed to the idea that aural-oral drill should run parallel to the extensive reading for he cannot understand the idea of teaching a language without using it in speech. At the same time he realizes full well that pupils can learn to read for comprehension much faster than they can learn to use their ears and their tongues and he believes that this should be recognized by all language teachers. To hold pupils back in their reading to the rate of progress of their learning to speak seems just as foolish as is the idea of neglecting the avenue of the multiplesense approach to the mastery of a language. Long since a convert to the eclectic method, your editor realizes that much valuable class time may be wasted in ill-planned, non-motivated "conversation." By the same token he has no patience with any method which would banish aural-oral work from the classroom and postpone it for the college—where it would probably not be done.

If aural-oral skills are of any value, and we are convinced that they are, they must be gradually developed, from the first year to the last. This can be done without neglecting the reading adaptation. Pupils can be taught to read and also to get elementary aural-

oral skills in the two-year high school course.1

Avoiding then the extreme of purposeless "conversation" on the one hand and exclusively extensive reading on the other hand, can we not find a common meeting ground between the two extremes? Methods may vary, and indeed should, but our basic aims can be reconciled if we are willing one and all to realize the values and the truths which underline the arguments of those who disagree with us.

Is it inappropriate then to echo here the caption of the editorial of the issue of May, 1930: "Seid Einig?" Let us all think the matter through once more without bias and without prejudice and admit that the other fellow has some good arguments on his side. There should be no disgrace in an honest compromise.

May your vacation days be happy!

C. H. H.

¹ Cf. in this issue: Bovée, An Experiment in Reading, which was contributed after this editorial was written.

Correspondence

A STATEMENT OF PRINCIPLES

FOR THE

INTEGRATION OF THE DEVELOPMENT OF MODERN FOREIGN LANGUAGE ABILITIES

VERSUS

THE BASIC RECOMMENDATION OF THE COLEMAN REPORT

To the Editor of The Modern Language Journal:

In view of the question of "a radical change in course content and class procedure" raised by the "Coleman Report" (Cf. p. 167, Volume 12, Publications of the American and Canadian Committees on Modern Languages), the undersigned desire to put the following statements on record:

In estimating the importance to be given to the Coleman Report as a publication of the Modern Foreign Language Study financed by the Carnegie Corporation, the following facts must be

kept in mind:

1. The Coleman Report is not the report of the Modern Foreign Language Study as a whole. In fact, several of the members of the Committee on Direction and Control, especially those having a closer contact with the teaching of foreign languages on the high school level, objected to the main recommendation of the Coleman Report when a preliminary synopsis of its content was presented at the last meeting of the Committee, in Toronto, in September, 1927. Professor Robert H. Fife, the chairman, assured the committee members present that due consideration would be given to their objections before the Report would be finally released for publication. A little later Professor Fife stated that after all the report was by Professor Coleman and should be understood to represent his opinions as special investigator and did not necessarily commit the whole committee to the endorsement of said opinions.

(Undersigned members of the Committee on Direction and Control

are alone responsible for the above.)

2. The Coleman Report, far from being based on the opinions of the majority of the modern language teachers of the country, admits that the great majority of these teachers are against its

basic recommendation. (Cf. page 6.)

3. In short, the basic recommendation of the Coleman Report, with which the undersigned disagree most emphatically, is merely, as Professor Coleman admits, an "hypothesis" put forward by him. (Cf. letter of Professor Coleman in answer to an article of Dr. W. R. Price and comments of Professor B. Q. Morgan, published in the Modern Language Journal, April, 1930.)

II

The undersigned appreciate the vastness of the task that was undertaken by Professor Coleman and his colleagues on the Investigating Committee, as well as the valuable data compiled by that committee, but they cannot subscribe to the basic recommendation of the Coleman Report to the effect that the direct reading objective can best be attained by doing a large amount of extensive reading and a correspondingly lesser amount of work in oral and written expression of language material. (Cf. pp. 170, 107–108, 166–167, 232, especially third conclusion, pp. 273–274.)

The undersigned submit that this basic recommendation is not warranted by investigations that would give it scientific value, for the following reasons:

a) The recommendation cannot be drawn from the statistical

material which constitutes a large part of the Report.

b) The experiments recorded in Part II of the Report are far too limited, and the factors entering into them too imperfectly defined to provide a safe basis for a conclusion of such importance. As a matter of fact, they point readily to an opposite conclusion.

III

The undersigned therefore assert that, far from justifying the necessity of "a radical change in course content and class procedure" advocated by the Coleman Report, its publication should incite modern language teachers to work even more carefully toward the most effective integration of all processes of modern language learning. Toward this end they beg to submit, for further investigation, the following statement of principles which have already behind them much classroom experimentation:

In reference to High School courses, the terms "developing speaking, writing, reading ability" should not be used without qualifications, as they seem to be too often in the Coleman Report. To avoid ambiguity, the knowledge and abilities that may be developed in the junior and senior high school course may be defined as follows for purposes of discussion:

Pronunciation: the ability to pronounce the language correctly

and to read a text aloud acceptably.

Grammar knowledge: to understand and to be able to analyze

the grammar constructions of the high school program.

Reading ability: to be able to understand accurately the meaning of a text in language and content at the level of high school pupils.

Oral ability: a) to be able to apply orally in simple examples

the grammar constructions of the high school program.

b) to be able to answer questions on and make oral synopses of parts of the text read.

c) to be able to use with some facility in free expression the more commonly used grammar constructions of the high school program and part of the reading vocabulary.

Writing ability: a) to be able to write in the foreign language

simple applications of the grammar studied.

b) to be able to write simple free compositions within the limits

of the material studied.

Understanding ability: to be able to understand a dictation, synopses and conversations within the limits of the material studied.

The undersigned maintain that the present grammar program of the High School (based on the Report of the "Committee of Twelve of the Modern Language Association of America") is not excessive, that the quantity of intensive reading advised in the report should be increased wherever possible, that this increase may vary with the different languages, but that it cannot be greatly increased if the central objective is to be reading for accurate comprehension.

The undersigned hope that the following clearly explains their own conception of the central objective in modern foreign language teaching and learning, and of the integration of the other

language activities in connection with that objective:

I. They recognize that the central objective of the junior and senior high school course should be reading ability, but by that term they mean the ability to understand accurately the meaning of a text.

II. They further hold that oral ability and, to some extent, the ability to write, are not only necessary to insure the linguistic future of the pupils but are basic prerequisites for the development of such reading power.

III. More specifically, they would integrate as defined above.

according to the following:

1. The ability to pronounce and read aloud acceptably.

2. The ability to understand, analyze and apply orally and in writing the grammar constructions in simple examples.

3. The ability to understand texts of gradually increasing dif-

ficulty.

4. The ability to answer questions on and make oral synopses

of part of the text read.

5. The ability to use at least part of the grammar and reading material in simple oral and, as far as possible, written free expression.

In explanation of the above, the undersigned assert that the development of oral and written control of the grammatical constructions of the high school program utilizing as it does the ear, the eye, the voice and the hand, to secure impressions, is a valuable step in the development of reading for permanent accurate comprehension power, because the development of this power depends on the automatizing of the right responses through adequate training.

But even if the development of the power to read for accurate comprehension were slightly retarded through the development of oral and written control of the grammar material, this retardation is far out-weighed by the fact that the linguistic future of pupils

not grounded in fundamentals is seriously compromised.

On the basis of years of actual classroom experience, the undersigned believe that the power to pronounce well and to control orally, as well as in writing, the essential grammar material should be the primary aim of the first year's work, that the development of this power should be continued during the second year, that the development of reading power should be gradually emphasized as much as possible, and that permanent reading power will depend in large measure upon the thoroughness with which the oral and written work has been done.

There is no reason to assume that control of pronunciation, as well as understanding and control of grammar material, can be acquired accidentally or in subordination to the acquiring of the ability to read with accurate comprehension. Nor can it be assumed that the language learning process is a series of random hit or miss movements nor that errors should be allowed to pass uncorrected. On the contrary, it would seem that the language learning process demands an accurate focusing of the attention on the language mechanisms to be automatized, so that the subsequent necessary repetitions, variations and free use of the material may be accurate and thus lead to the formation of correct language habits. The neglect of such procedures can but lead to the formation of incorrect habits which have to be eradicated later at the cost of much effort, before progress can be made in the accurate use and even in the accurate recognition of the language. The fact should also be noted that the Coleman proposal to study grammar mostly for recognition, and at the same time to test comprehension of the reading through questions and answers means that this will have to be done in English, as correct question and answer work cannot be done in the foreign language in proportion as grammar knowledge remains purely passive through the omission of the necessary analysis, repetition and variation of the grammar material.

It is not essential, though feasible, that the first presentation of the grammar material be done wholly by direct method devices since the most important step toward language control is not the presentation and analysis but the actual use of the language.

Naturally, the procedures for attaining the reading objective as well as the other modern language abilities listed above may vary with different teachers and under different conditions, but whatever their designation may be, the methods of a standard course which seeks to develop the power to read directly for accurate comprehension, must not sacrifice grammatical analysis or oral and written exercises in the foreign language, as these are necessary both to develop the power of accurate comprehension and to insure the linguistic future of the pupils.

Furthermore, such accurate comprehension of the material read cannot be satisfactorily tested by the type of objective silent reading tests which have been used by the study, since these tests may be satisfied by a vague knowledge of what a paragraph or story is

about.

The basic recommendation of the Coleman Report puts up as the central objective of modern foreign language teaching "reading for comprehension" without safeguarding its accuracy.

The American Council Silent Reading tests have so many limitations that they can give no data for valid references, and yet they constitute the chief basis for the norms established by the study and for the deductions and recommendations given in the Coleman Report.

The principal points at issue therefore reduce to this:

- 1. "Is the central objective of modern foreign language teaching and learning to be a vague or an accurate understanding of the material read?
- 2. "Is the linguistic future of our pupils to be compromised by considering every other ability but the reading ability as unworthy of attention for its own sake?"

To insure that there shall be an accurate understanding and not a possibly merely shadowy notion about the trend and content of the text, there must be a careful integration of grammatical analysis and oral and writing practice even if only as necessary steps to the development of accurate reading power. It remains the task of modern language teachers to work out this integration if our whole modern language instruction is not to be most seriously compromised.

The undersigned therefore conclude that:

- 1. No precipitate action involving radical changes in method or content should be taken by schools or other agencies connected with High School or College work in modern languages on the basis of the Coleman Report.
- 2. Further experiments to determine the value of various procedures for the attainment of the accurate reading for comprehension objective and of the most productive integration of the various activities necessary to attain it and to insure the linguistic future

of the pupils, should be instituted and reported on by the staffs of Schools of Education, Directors of Modern Languages, Modern Language Departments, and other competent agencies in various parts of the country. The utmost care should be taken to record exactly the attainments, to describe in detail the procedures followed, and to isolate clearly the factors of: (a) the pupils' initial capacity for and attitude toward the subject; (b) the teacher's academic equipment and teaching ability, and (c) the classroom and school conditions.

3. The instruments now used for testing purposes should be perfected and the battery of tests enlarged in order that not only the vocabulary, grammar, and reading knowledge but also the pronunciation and oral-aural capacities of the pupils may be tested accurately.

In the meantime, enough data are at hand to warrant the belief that in the High School, the standard modern foreign language course should be at least a three year course, though two year courses, especially in anticipation of future work in higher institutions or in connection with other foreign language work, can be profitable. Colleges might well grant full entrance credit for a modern foreign language only on the basis of three years of study whenever only one foreign language is offered. This could be done either through a three year course in High School or through two years' study in the High School plus compulsory one year college continuation of the same language before full entrance credit for the two years of modern language work are given.

Finally, we submit that one of the chief causes of the shortcomings in modern foreign language instruction is the inadequate preparation of teachers, as has been clearly shown in the Modern Foreign Language Study's Report prepared by Professor C. M. Purin. This is a concrete situation that needs to be and can be dealt with effectively by those collleges and universities that are engaged in the training of modern foreign language teachers and by the administrative officers of schools and school systems. In the meantime the changing of well-tried-out procedures in favor of others resting chiefly on hypotheses may well await adequate investigations.

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To the Editor of the Modern Language Journal:

The following resolution, which may be of interest to the readers of the *Modern Language Journal*, was passed by the New England Modern Language Association at its annual meeting held

on May 9 and 10, 1931 at Holyoke, Mass.

RESOLVED, That the New England Modern Language Association recognizes the desirability of adequate oral and aural training as part of all modern language instruction, and deplores any tendency to require an excessive amount of reading at the expense of such oral and aural practice.

IOSEPH G. GREEN

To the Editor of the Modern Language Journal:

The article in the March number of the Journal entitled, "Hastening the Attainment of a Reading Knowledge of a Modern Foreign Language" is a further illustration of the fact that many teachers are still either unaware of the existence of the vocabulary frequency lists in French, German, and Spanish prepared by the Modern Language Study, or have no idea of how they may be used.

The writer of the article deplores the fact that students frequently look up the same word every time they encounter it in reading, and, rightfully believing that a large vocabulary is necessary, makes a number of useful suggestions for the acquirement of vocabulary. The writer, however, does not seem to be aware of the help which would be provided if the student is in some way brought in contact with a minimum list of words which are known to occur most frequently in French reading. It is true that the vocabulary

lists prepared by the Modern Language Study are in their present form teachers' books, not pupils' books. They constitute a challenge to the teachers to discover ways in which to make the words of highest frequency in these lists available to students.

CHARLES E. YOUNG

University of Wisconsin Extension Division, Milwaukee, Wisconsin

To the Editor of the Modern Language Journal:

In response to the inquiry of Ida Davis Hall in the February, 1931, issue of the *Modern Language Journal*, I should like to say in regard to the teaching of Slavonic languages, that Bulgarian, Serbo-Croat, and Slovene are not taught at all in the American public schools at the present time.

Chicago, furthermore, is the only place where Polish and Czech are taught in public high schools. There are, however, some 600 parochial schools in the United States where Polish is taught. The names of these schools can be found by consulting the Catholic

directory.

As to colleges and universities, the whole situation was admirably reviewed by Professor Andrews in the June, 1930, issue of Slavonic Review.

ARTHUR PRUDDEN COLEMAN

Department of Slavonic Languages, Columbia University

To the Editor of the Modern Language Journal:

I take pleasure in sending you the second issue of La Estrella Española, a publication of the students of Spanish at Northeast High. We have only about two hundred students taking Spanish and for that reason we cannot afford to print it. The boys themselves have done all the work of typing, securing the ads, and mimeographing. I give them only such help as they may need. One of the boys set up the cover page for us with some old type and an old press that belongs to the school but has been abandoned because of needed repairs. However, he did a good job for us and the boys all like their paper and it sells 100 per cent each issue. We plan to publish it three times a term and the final issue of each term will contain a full page of pictures in colored photolithography.

We charge twenty-five cents for our small ads and sell our paper to the students for five cents a copy. The proceeds help to swell our Spanish Club treasury fund. We receive nothing in the way of 'realia' from the School Board nor from the school, so you see we can use all the money that we can make from the sale of our

paper.

After each issue is distributed to the students we correct them and the editor is then in for some good-natured 'razzing' because of his many errors! However, it is all in fun and the boys learn a little more about division of words into syllables, both English and Spanish, and that is worth while we think.

We call our paper a Club project as it is fostered by our Spanish

Club and most of its backers are members of the Club.

We should be glad to know of any other group of students who are engaged in a similar project and shall be glad to exchange with them.

ROLAND C. DOANE

Northeast High School. Philadelphia

To the Editor, The Modern Language Journal,

May I call attention to what appears an error of fact in Mr. Holbrook's review, in the March Modern Language Journal, of the Century edition of Racine's Phèdre? Mr. Holbrook describes this as "the first American edition of Phèdre since Mr. Babbitt's (D. C. Heath, 1910)." Richard G. Badger of Boston published in 1922 an edition of Racine's Greek Masterpieces: Iphigénie, Andromaque and Phèdre. The editor of this text, Dr. James D. Bruner, made use of two of the devices mentioned as innovations in the Century volume, namely—the citing of source quotations from Euripides and Seneca in translation rather than in the original; and a vocabulary employing seventeenth century terms in their contemporary meanings.

VIRGINIA EVERETT

Shreveport, Louisiana

To the Editor of the Modern Language Journal:

GENDERS

When an English-speaking person learns a foreign language, one of the most dazzling difficulties which he meets with-and one which is seldom completely overcome—is the question of genders.

Some time ago I was fortunate enough to hear a splendid lecture by one of the leading authorities on linguistics, Professor Meillet,1

and hope that his thought will not be misrepresented here.

Everyone who has studied French and German, for instance, even extremely superficially, is struck with the fact that in these two languages some words among the most common do not have the same gender: e.g. French le soleil, German die Sonne; French la lune, German der Mond; French la pomme, German der Apfel. The reason why a noun is masculine, feminine, or neuter is indeed

¹ Lecture delivered by Professor Meillet at Harvard in March, 1930.

perplexing. But if one is not able to find a rule by which to recognize whether a word belongs to one gender or another, it may be helpful at least to realize that the difference in gender is due to the different psychological attitude, if I may say so, to the different conception which the various races have had about the things which they ex-

pressed.

The first result which is arrived at, is that gender depends on the notion which one has of what is represented by a word. Some words are either masculine or feminine according to whether the notion associated with these words is masculine or feminine. In fact, it happens that sometimes a thing is not designated or called according to its own name, but according to its quality, the latter being expressed by an epithet; thus, in some languages, the moon is designated according to its quality of brilliancy, by an epithet meaning "the one who shines"; for instance in French the word lune comes from the Latin luna which is the syncopation of lucina coming from lucere, to shine. In Indo-european the word for moon is masculine, when it is designated by its noun, and feminine when it is designated by its epithet. How is it that a masculine noun is given a feminine epithet? The reason is that the noun is neither masculine nor feminine but can be treated as masculine or feminine according to the notion associated with the noun. Some peoples have attributed to the noun a feminine character, have given it a feminine notion; therefore the epithet used in connection with the noun is used in the feminine, the epithet agreeing with the notion represented by the noun.

Let us consider for a moment the notion of gender in Indoeuropean. It seems that the three genders are put on the same plane. One tongue can lose one gender without losing the others. The Scandinavian does not distinguish the feminine any longer, for instance. One language is particularly important for the question of gender, and that is the language of the Hittites whose archives were found in the locality of Cappadocia, a few years ago. The texts written in that language are the oldest which we possess, since the most ancient texts of the Hittites are attributed to the twentieth century before Christ, and the latest are attributed to the thirteenth century before Christ; these texts are therefore older than the most ancient Greek and Vedic texts. It is found that in the language of the Hittites, there is a neuter, and no trace of the

feminine.

One could divide the genders into two groups representing:

animate gender
 inanimate gender

The first group can be divided in its turn; as it is necessary for animate beings to distinguish between the agent and the one acted upon.

In Indo-european, flexion does not necessarily indicate the gen-

der; one can say that there is no masculine and no feminine declension. In Latin for instance fagus is feminine. The Indo-european languages express things under an active form; they oppose the animate beings to the inanimate beings. For instance, in Latin, pirus, feminine, means the pear-tree and pirum, neuter, the pear. Names of fruit are, in general, neuter in Latin, but the names of trees are, as a rule, feminine, for the notion attributed to a tree is a notion of the feminine nature: a tree bears fruits. With the mammals, however, the notion of masculine and feminine was of great importance and, by analogy with the distinction made for mammals, other things were attributed masculine or feminine gender. Thus nouns will be masculine when they express a masculine notion, feminine when they express a feminine notion. For instance, βοῦs is masculine when it designates the ox, and feminine when it designates the cow. The word $i\pi\pi\delta$ s means either horse or mare, according to whether one thinks of a male or a female.

A language indicates the gender given to a noun by the form of the adjective, for adjectives have a masculine and a feminine declension; thus, thanks to the adjective used with a noun one can distinguish whether the notion represented by the noun is mascu-

line or feminine.

The sun may be considered merely as a thing, as an inanimate being; hence in Gothic one of the names for sun is neuter, in Slavic it is neuter, in Russian, neuter too. In other languages the sun is considered as a powerful person; for instance, in Greek, the sun is considered as a divine being of the masculine gender ήλιος, the father of φαέθων, and again in Latin sol which gave the French soleil through soliculus; in Sanscrit, too, the sun is a divine being and the name for it is masculine. But, instead of seeing a powerful being in the sun, one may consider the internal force and then, the word designating the sun will be feminine, for they ascribed the feminine gender to the notion of inward, innate, secret force which creates, makes fruitful. Thus, in Lithuanian as in German, sun is feminine. In the same way ἄστρον is masculine for it represents a masculine notion, while stella is feminine representing a personal, private, secret power. So the Sancrit word $v\bar{a}k$, the Latin word vox, the French voix are feminine because they represent the mystical power which produces sound, just as the Latin word lux, designating the innate power, which produces light, and the word salus, representing the force which keeps one in good health, are feminine. Thus, the gender represents a very general idea and corresponds to a definite and precise value.

It would seem that the word for moon would have had all three genders, corresponding to the two representations of the animate conception and also to the inanimate conception, but the moon has a human face, it grows and wanes, it makes one think of a person; the moon is the living being par excellence, and there is no neuter

word designating the moon. The only forms used which refer to the moon are masculine or feminine. $\mu\dot{\eta}\nu$ and mensis considered as a divine being, represent the space between the birth and the death of the moon, about twenty-eight days; these words are masculine. In Latin, the word luna is the feminine epithet showing the feminine notion attributed to the moon.

Thus one understands that the genders given to words correspond to a special interpretation of the world. First, there is the distinction between animate and inanimate beings, then there is a kind of animism leading to an assimilation between natural forces and males or females. The names used in Indo-european derive either from the noun or from the epithet given to the thing designated. The epithet shows what notion was attributed to the noun. The noun itself may represent either a godly being or a mysterious force and is, accordingly, considered as either masculine or feminine. The noun may also represent an inanimate being, in which case it is neuter.

These conceptions make clearer the distinction between the three genders. When one understands how it happened that one word was made masculine, feminine, or neuter, one is perhaps a little less baffled by the apparent medley of genders; for one realizes that different genders are given in different languages to words which represent different notions; it is not the sun which is expressed by Sonne or by soleil, but, on one hand it is a secret force, productive and fertilizing, and on the other, a powerful being, a god. Thus the gender used is not the result of chance but of a definite conception.

MARCEL FRANÇON

Cambridge, Massachusetts

To the Editor of the Modern Language Journal:

A SURVEY OF FOREIGN LANGUAGE COURSES OFFERED IN THE TEACHERS COLLEGES OF THE UNITED STATES

Foreign languages are looked upon by many as traditional subjects, and it is only within comparatively recent years that they have been regarded seriously as a study in the schools and colleges of this country. It is an accepted fact that many educators of the present day would much prefer to see foreign languages replaced by subjects which they consider of greater value. Because of this attitude, it might be expected that foreign languages have had a greater struggle for existence in the Teachers Colleges or Training Institutions of this country than other types of schools.

Then it would follow from the above that due to the adverse attitude of the educators and their influence on the content of college curriculums, the foreign languages offered and the general requirements would vary to a rather large degree.

This study or survey is based upon an examination of all avail-

able course outlines and syllabi of Teachers Colleges only of the United States. Such an examination reveals an interesting distribution of foreign languages over this country with reference to the geographical position of the schools.

An attempt was made in this study to answer the following questions, the answers to which mark differentiating practices of

the schools under study:

1. What are the foreign language entrance requirements made by the Teachers Colleges?

Which foreign languages are offered? How much of each?
 What are the foreign language requirements for degree ma-

jors? (This does not include foreign language majors.)

4. How much foreign language is required for a foreign language

major

The following results are based upon study of course outlines or syllabi of 137 Teachers Colleges representing all sections of the United States.

In regard to College Entrance Requirements, it was found that only twelve Teachers Colleges make a definite requirement with reference to foreign languages. These twelve schools require a high school graduate to submit two years (two units) of foreign language as part of his record in order to enter College.

The table below shows the languages offered in the Teachers

Colleges.

Number of Colleges studied and considered	137
Number of Colleges offering French	128
Number of Colleges offering Spanish	71
Number of Colleges offering Latin	101
Number of Colleges offering German	46
Number of Colleges offering Greek	4
Number of Colleges offering Italian	2
Number of Colleges offering no languages	6

Years of	French offered 409,	Average per	school . 3.19	yrs.
	Spanish offered 228,			"
	Latin offered 427,			66
	German offered 113,			86
Years of	Greek offered $7\frac{1}{2}$,	Average per	school1.88	66
	Italian offered 2,			64

We find from the above that French is the most popular language, being offered in 128 schools out of 137. Or, in other words, all but three schools that offer any language offer French. Naturally we find that Latin ranks first as to total number of years of work offered and average number of years in each school. In the modern language division we note that French ranks first as to number of years offered and number of schools offering, but Spanish tallies a

higher average considering number of years offered per school where

Spanish is offered.

It was interesting to find that 55 Teachers Colleges out of 137 require a definite amount of foreign languages toward the completion of any degree or major. This requirement varies from one to four years. The total number of years for the 55 schools is 85½, or an average per school of 1.55 years of foreign language as part of the required work (toward any major) for degree.

Only 85 Teachers Colleges offer a major in foreign languages. The other schools treat languages as secondary subjects. The total number of years required for major in languages in the 85 schools is

268, or an average of 3.15 years for each school.

As to distribution of the foreign languages it was found that Latin is offered in nearly all sections of the United States. The same can be said in regard to French. Spanish is favored mostly in the South and Southeast sections, especially in the Southwest and to some extent in the Central States. German seems to be strong in the Central and North-central states.

From the above it will follow that there is a lack of uniformity as to the languages and courses offered. Perhaps something should be done to remedy this situation. The Teachers Colleges in only three or four states have a definite foreign language program that is uniform as to the state requirements. In one state the six Teachers Colleges had like requirements and offered the same foreign language courses. Other states, quite the majority of them, evidently do not consider this type of program worth while.

OSCAR L. PARKER

East Central State Teachers College, Ada, Oklahoma

To the Editor of The Modern Language Journal:

TWO SUMMER SCHOOLS OF FRENCH

In 1929 I attended the Summer School of French at Montreal and in 1930 the similar school at Middlebury, Vermont. It is a pleasure to report that each school has a large and excellent faculty composed almost entirely of persons born and brought up in northern France, where the accent is better than in the southern provinces.

But perhaps a brief comparison of the life of the two schools may be helpful to those who are about to choose between them. Excellent food is provided at both schools, and at Middlebury it is served by student waiters who speak French in the dining room. However, nobody should go to Middlebury who does not like early rising. Breakfast is served at seven, and at a quarter past the door is closed to keep out late comers. At Montreal breakfast is at eight. Students can enter at any time until a quarter of nine. They also

choose their own seats, whereas at Middlebury the seating in the three dining rooms is regulated by a complicated system. Three times a week you are assigned to a new table, and at each meal you have to move up three places. Thus the students circulate around the table in order that each one may have an opportunity of sitting

next to the professor.

The rules of speaking French is strictly enforced at Middlebury and on Sundays there is a French Protestant service in the chapel conducted by the Director. At the McGill school the students are permitted to speak English on Sunday and attend churches in the city. One Sunday I was sitting next to a girl whom I did not know and I remarked, "This is the day when we can speak English." "Oh, that doesn't mean anything," she replied, "I talk English every day."

The accommodations for the men are better at McGill. At Middlebury they are lodged in Painter Hall, an old building where the sanitary facilities leave much to be desired. At McGill they use the Y.M.C.A. building, Strathcona Hall, which is newer and better.

Vermont has a delightful summer climate and at Middlebury there is opportunity for athletic sports, golf, tennis, boating and bathing, especially if you have your own automobile. In that case on any warm afternoon you can jump into your car and ride off to go in swimming in a small lake ten miles distant. On the other hand Montreal offers the attractions of a great city, shops, theaters, and a fine art museum.

By consulting the programs one can see that the course at Montreal is cheaper and shorter than the one at Middlebury. This year it ends July 31, leaving the students a large part of the summer for vacation. But it should be observed that the hours of instruction number the same at both places. This is because at McGill classes meet on Saturday, while at Middlebury that day is reserved for sports and excursions.

HERBERT MORRISON CLARKE

Syracuse, New York

To the Editor of the Modern Language Journal:

At college I encountered the suggestion that Latin could be more easily mastered by one of English tongue by an approach to

the Latin through the medium of German.

Some years later I was in position to try out the suggestion and did so. The high school over which I was presiding had been starting the freshmen in with Latin and continuing the subject four years. I changed the procedure so that the freshmen began with German. After a year of German these students then took up Latin and continued its study the remaining three years of their course. They continued the German through their sophomore year along with the Latin. Unfortunately I did not keep records that would

be serviceable in estimating the outcome of this undertaking. But I remember that the students seemed to enjoy their work and in the three years did about as much Latin as they had done previously in four. In addition they had a considerable knowledge of German.

German lends itself very well to the student of English tongue as a handmaid in the learning of Latin. Because it combines in its structure elements that are found in the English language and other elements that are not found in English but are found in Latin, it serves as a sort of stepping-stone from English into Latin. Because, further, it is a modern language and the language of a people rather closely related to the English, its mastery does not require of the student as long a leap as does the mastery of Latin. Consequently he gets hold of it more readily and with more satisfaction to himself than he can the Latin.

The idea here set forth could be utilized more advantageously nowadays, for with the reorganized school it would be possible to start the junior high school student in German his first year and reserve Latin for the first year of the senior high. His knowledge of language gained through two years of German, together with his greater maturity, would enable him to take hold of Latin and handle it in a much more masterful way than the average student does under the older plan.

WILLIAM F. CLARKE

State Teachers College, Duluth, Minnesota

ADDENDA TO NEA PROGRAM*

Italian

The Struggle for National Revindication and Hegemony between Spanish and Italian Exponents of Literary Criticism at close of 18th century, Elio Gianturco, University of California.

^{*} See p. 641.

Rotes, Rews and Clippings*

THE APRIL NUMBER of MODERN LANGUAGE NOTES is at hand with contents as follows: Jones, "The Originality of 'Absalom and Achitophel'"; Bredvold, "Dryden and the University of Oxford"; Knapp, "Smollett's Verses and Their Musical Settings in the Eighteenth Century"; Ferguson, "'Against Two Things I am Fixed as Fate'"; Jones, "'Adonais': the Source of XXVII-XXVIII"; Gibbs, "Unpublished Variants in S. T. Coleridge's Poetry"; Baudin, "Un Tournant de la carrière du valet de comédie."

THE BULLETIN OF HIGH POINTS (New York City Schools) contains among others an article on "Club Work and Club Accessories in the French Department" which will be of interest to all teachers in charge of French Clubs inasmuch as it gives a copious bibliography for each of the various headings in connection with program building.

UNTER UNS, EIN JUGENDHEFT, 1. Jahrgang, No. 1, of North High School, Minneapolis, is at hand. It bears the date of February 26, 1931, and is dedicated to the pupils in the German class of that school.

EL BOLETIN CASUAL, Año 4, Núm. 8, of Lakewood High School, Lakewood, Ohio, is to be added to the list of flourishing high school papers printed in Spanish.

THE TRAVEL DEPARTMENT of the German Universities' Foreign Institute (Deutsche Akademische Auslandsstelle) will supply foreign scholars and students with any information concerning individual or group travel in Germany. Itineraries will be prepared and all details of the tour arranged, if desired. According to individual preference, visits are arranged to museums, universities, schools, industrial plants, social institutions, hospitals, and other centers of interest. Inquiries may be addressed to the Travel Department, Deutsche Akademische Auslandsstelle, Universitätsstrasse 3B, Berlin.

THE NAME of the Department of Spanish at the University of California has been changed to the Department of Spanish and Portuguese. Hereafter more courses in Portuguese will be offered than have been given hitherto.

THE SPANISH TEACHERS of the Northwest have just arranged for a Spanish House at the University of Washington Summer

^{*} The editor welcomes contributions.

School. It will be located at 4709 Sixteenth Ave., N. E., Seattle, Washington, in the heart of the University district. It will be run along the same lines as similar houses in other universities and colleges, and the rates will be very reasonable. There will a resident Spanish speaking person in charge. The dates will be from June 16 to July 24, conforming to the first session of the University of Washington Summer School. Further information may be obtained of Dr. Carlos Garcia-Prada, University of Washington, Seattle.

GEORGE B. JACKSON

THE SPANISH DEPARTMENT of Saint Mary-of-the-Woods College, Indiana, celebrated its annual observation of the death of Cervantes on April 25 with a program of plays which attracted professors and students from nearby colleges as well as all the student body of Saint Mary-of-the-Woods College. The program consisted of three one-act plays: Martinez Sierra's Rosina es frágil, Benavente's Encanto de una hora, and the Quintero's Mañana de sol with an Interlude of Spanish music and dances. Most of the scenery was planned and built by a student committee: Miss Henrietta Bach of Taylorville, Illinois, Miss Lorraine Horner of Hot Springs, Arkansas, and Miss Gertrude Partridge of Bay St. Louis, Mississippi. The principal rôles were taken by Miss Jean O'Neill of Ironwood, Michigan, Miss Virginia Griffith of Fort Wayne, Indiana, Miss Florence Wabiszewski and Miss Sophia Wabiszewski of Milwaukee, Wisconsin, Miss Eleanour Cooke of Chicago, Miss Eileen Moran of Evanston, Illinois, Miss Marion Corcoran of Milwaukee, Wisconsin, Miss Louise Brieger of Taylor, Texas, Miss Rose Marie Haight of Burlington, Kansas and Miss Norma Coyle of Detroit.

Miss Agnes M. Brady, formerly of the department of Spanish and Portuguese of the University of Kansas, is head of the Spanish

Department of Saint Mary-of-the-Woods College.

N. E. A. PROGRAM

National Federation of Modern Language Teachers

President, C. D. Zdanowicz, Department of Romance Languages, University of Wisconsin, Madison, Wisconsin.

Secretary, C. E. Young, University of Wisconsin, Extension Divi-

sion, Milwaukee, Wisconsin.

Program Chairman, George W. H. Shield, Supervisor of Modern Languages, City Schools, Los Angeles, California; Secretary, Pacific Coast Federation of Modern Language Associations.

LUNCHEON CONFERENCE

Presiding, Miss Olwen Thomas, President, Modern Language Association of Southern California, High School, South Pasadena. Welcome by Vierling Kersey, Superintendent of Public Instruction.

Welcome by Frank A. Bouelle, Superintendent of Los Angeles City Schools.

Greetings from National and Regional Delegates.

The Principles of Modern Language Study, Harold E. Palmer, Director of Research, Department of Education, Tokyo, Japan. Vocational Opportunities for Linguistics, W. Leonard Schwartz,

Stanford University.

What is Practical Phonetics? James L. Barker, University of Utah. Educational Guidance in the Foreign Languages, Walter V. Kaulfers, Junior College, Long Beach, California.

The Language Teacher, Mrs. Belle Bickford, University High

School, Oakland, California.

Background: A Plea for More Cultural Preparation of Language Teachers, Miss Mary E. Peters, Junior College, San Mateo, California.

Reservations for the luncheon (\$1.00), to be held in the Student Union of the University of Southern California, may be made now at any time up to June 27th, with George W. H. Shield, 1240 South Main Street, Los Angeles. A postal card with name is preferred. As the table accommodations are limited, cancellations should likewise be recorded, in order to make replacements possible.

SECTION MEETINGS

French

(Southern California Chapter, American Association of Teachers of French)

Jean de la Brète, C. F. Zeek, Southern Methodist University, Dallas

La Grammaire de l'Academie Française, William Leonard Schwartz, Stanford University.

Some Phases of Modern Language Teaching in Junior College, A. B. Forster, Los Angeles Junior College.

Post-War Tendencies of French Dramatic Thought, A. G. Fite, University of California at Los Angeles.

German

Antiqua oder Fraktur? Edmund K. Heller, University of California. Uniform Grammatical Nomenclature, Frederick W. Meisnest, University of Washington.

Round Table Discussion "Articulation," F. H. Reinsch, University of California at Los Angeles, Leader

Alice Gillmann, Fremont High School, Los Angeles. Meyer Krakowski, Junior College, Los Angeles.

William Diamond, University of California at Los Angeles.

Italian

Some Alleged Tasso Annotations to the Poems of Della Casa, Rudolph Altrocchi, University of California.

Some Notes on Teaching Italian Pronunciation, Herbert D. Austin, University of Southern California.

An Italian Program for the Junior College, Josephine Indovina, Junior College, Los Angeles.

(Other titles to be announced)*

Spanish

(Los Angeles Chapter, American Association of Teachers of Spanish)

A Survey Course in Modern Literature for Second Year College
Students, Esther J. Crooks, Goucher College.

La Lengua Viva y el Maestro, Jose M. de Osma, University of

Vancos

"Leistas," "Loistas," "Laistas," S. L. Millard Eisenberg, University of California at Los Angeles.

Practical Results of Extensive Reading, William F. Rice, University

of Southern California.

A Projected First College Course in Spanish, John Brooks, University of Arizona.

Clarifying Certain Points in Spanish Grammar, Leavitt O. Wright, University of Oregon.

ANNOUNCEMENTS

Attention is called to the presentation of *The Children of the Sun God*, a pageant of the Inca civilization, based on the pre-historic play *Ollanta*. This play has been adapted and rendered into English verse by Dr. William F. Rice, Professor of Spanish at the University of Southern California. The performance, under the personal supervision of the experienced master of pageantry, Mr. Jay Wellington, will take place in the open air Amphitheatre on Mt. Washington. A block of seats is reserved for the modern language teachers and their friends for the evening of Tuesday, June 30. Tickets, fifty cents, may be had at the Luncheon.

Tentative announcement is made of gatherings of members of the national honor societies: Sigma Delta Pi (Spanish), Pi Delta

Phi (French), and Alpha Zeta Pi (Romanic Languages).

M. L. T. A. MEETING

THE FOURTEENTH ANNUAL MEETING of the National Federation of Modern Language Teachers of the Middle West and South took place on Friday evening, March 13, and Saturday, March 14, at the Drake Hotel, Chicago. The members present, 108 for dinner, 212 for luncheon, over 500 for the various sessions, testified to the interest of modern language teachers in their profession, but also

^{*} See Addenda, p. 637.

certainly, to the excellence of the program as arranged by the officers: Dr. C. M. Purin, president, Dr. James B. Tharp, vice-president, and Miss Ellen Dwyer, secretary. The great drawing-card on the program was Prof. Michael West of Dacca University, Bengal, India, who was present at all the meetings, spoke at both luncheon

and dinner, and gave an address at the general session.

At the dinner on March 13, there were addresses in Spanish, German, and French by Prof. Joaquin Ortega and Prof. Max Griebsch of the University of Wisconsin, and Prof. Henri David of the University of Chicago. Professor Ortega gave a frank picture of the situation in Spain today and Professor Griebsch described the experimental schools which are developing in Germany under Republican rule. Professor David gave an entertaining talk on the use and misuse of French words. Preceding the speeches came a group of German folk-songs charmingly sung by pupils from the Evanston Township High School, under the direction of Mr. Anton Fr. Wier.

The high light of the whole meeting was the Saturday morning program with two addresses: "The Reading of Foreign Languages," by Professor West, and "Oral Work as a Prerequisite to Reading" by Professor Laura B. Johnson of the University of Wisconsin High School. Professor West is internationally known as the exponent of the reading objective in modern language teaching and the author of a technique for developing reading power. Many professors and teachers in this country have fallen in with his main idea but are divided among themselves as to the best method of attaining the goal. Professor West explained his method, but prefaced his talk by stating that he realized that the problem in the United States was vastly more complicated than his own in India. Several important points brought out were: (1) One must establish a direct bond between sight and thought. (2) Until the child can read aloud fluently he is not permitted to read silently. (3) Early reading matter, carefully prepared and simplified is taken from the very best literature. (4) Later material is arranged so as not to push vocabulary too fast and so as to develop rationally and logically the power of understanding.

These are tenets that we all can hold to and indeed the first two embody ideas insisted upon in Miss Johnson's paper. But how many of the teachers who have spoken glibly of the Reading Objective knew that Professor West required that his Bengali pupils "read aloud fluently" before being permitted to read silently. It would seem, contrary to my previous impressions, gained by hearsay I confess, that Professor West too uses the oral approach to reading. Professor Jameson of Oberlin College led the discussion of these two most interesting papers and all those present were loath to abandon the subject for anything else, even the luncheon. Many were longing to thrash out in open meeting, then and there, this

all-important topic.

The general session ended with the luncheon, during which Professor West answered many questions and at the close of which were two informal talks, in French and in German, by Mme. Bluzat of the Oak Park and River Forest Township High School and Professor von Schroetter of Northwestern University respectively. The afternoon sessions were very well attended also.

RUTH R. MAXWELL

PURIN WORD LIST OFFICIALLY ADOPTED

At The Meeting of the Central West and South Association of Modern Language Teachers held March 13, 14 in Chicago, the German section officially adopted the Standardized German Vocabulary compiled by Dr. C. M. Purin, Director of the University of Wisconsin Extension Division. This action is distinctly a step forward in language instruction since the Purin Word List is arranged to fit any text for elementary German and is a valuable aid to the

student in his effort to master the German language.

The Purin List aims to standardize the vocabulary to be taught in the first and second years of high school German and the corresponding college levels. The list contains 2000 words which have been carefully selected and compared with other word lists that have appeared up to the present time, and includes additional word material and terms necessary for classroom instruction and most useful in simple narrative and description. It is not merely an alphabetical list of words to be learned, but each word is illustrated in a typical sentence and is fully explained by means of translations, synonyms, antonyms, cognates where possible. Such a list, comprehensive in its extent and treatment, fills a long felt need in German instruction since text-book studies (Wadepuhl, Ben Wood) have disclosed the interesting but disconcerting fact that there is a wide divergence in the types of words contained in the various texts used throughout the country. It is obvious that greater uniformity in the word material taught in the elementary courses is very desirable and necessary, and it is hoped that the Purin Word List will be instrumental in bringing about such a standardization.

The following features characterize the Purin Word List:

1. In its present form the list contains 2000 words and idioms either of most frequent occurrence or greatest usefulness from the pedagogical point of view.

Each word and idiom is illustrated by a typical sentence.
 The idioms are always listed under the basic words.

4. English cognates are given wherever they are helpful to the student to retain the word.

5. For vocabulary building purposes the most frequent deriva-

tives are listed after each word.

6. The general arrangement of the list is: (a) the German word, (b) antonyms and synonyms, if any, (c) English cognates, (d) Eng-

lish translation, (e) derivatives, (f) one or more German sentences, illustrating the most frequent meanings of the word and idiom. It is apparent from the plan of the Purin Word List that it is meant for students as well as teachers and many advantages are to be derived from an intelligent use of it:

1. The word-material to be covered in two years of high school

German is definitely indicated.

2. A greater uniformity in elementary German will be achieved regardless of the text used, and the difficulties the student encounters at present in transferring from one section to another, or one institution to another will eventually be eliminated.

3. The illustrative sentences enable the student to memorize the

words in context and not as isolated forms.

4. The sentences and idioms to be learned make use of essential

grammatical principles and assist in their retention.

The Purin Word List was approved last fall by the Minnesota State teachers and was also recommended for adoption by a committee of Wisconsin state teachers of German. The official adoption of the List on March 14 by the German section of the Central West, and South Association expresses the opinion of a progressive group of teachers in keeping with the principles of improved language instruction.

Univ. of Minnesota

LUCY M. WILL

MEETING OF THE MODERN LANGUAGE SECTION OF THE OHIO EDUCATIONAL CONFERENCE, HELD ON APRIL 10, 1931

PROGRAM

Introductory remarks, James B. Tharp, O. S. U., Presiding. Discussion of the Realia Exhibit, by Mr. Harry Russell, O. S. U. Radio Instruction in French and Spanish, by R. E. Monroe, O. S. U. Discussion followed this paper.

Professor Robert Fouré and Professor Santiago Gutierrez gave short talks in their native tongues describing the use of these radio lessons, and relating some interesting and amusing happenings in connection with the giving of the lessons.

Serving the World with Multi-Lingual Motional Pictures, by Mr. M. R. Clark, Paramount-Publix Corporation, Columbus, Ohio. Mr. Clark described the many difficulties which the motion picture world encountered in foreign countries when talking pictures were introduced. He described the many interesting experiments which they made in trying to supply foreign countries with talking pictures in their own language, and how they have now succeeded in doing so. He pointed out the advantages of the talking picture to the educational centers of the world.

The Reading Process in Foreign Language Learning, by Michael

West, Teachers College, Dacca, India.

Mr. West gave as the four reasons why his students are taught to read instead of speak first, as follows: (1) In the short time at his disposal they can be taught to read with more pleasure and profit than to speak. (2) Reading is a form of study that he can carry on outside of class without additional assistance. (3) Reading involves the least amount of difficulties as to grammar and vocabulary. It is a much simpler task to recognize words than to speak them. (4) It is the best basis for subsequent study of the speech of the language.

THE FOREIGN LANGUAGE TALKING PICTURES

The members of the Modern Language Section were the guests of Mr. M. R. Clark and the Manager of the State Theatre at a showing of foreign talking pictures at 4:00, April 10. The feature picture was the French version of "The Playboy of Paris," entitled "Le Petit Café," starring Maurice Chevalier. Short pictures in Spanish and German were shown; "La Paloma" for Spanish and "Glühwürmchen" for German.

THE MICHAEL WEST DINNER

A subscription dinner in honor of Michael West was given by members of the Modern Language Section at the Fort Hayes Hotel. After entertainment consisting of Spanish songs by Harry Russell of Ohio State University, and French and German songs by Herbert Wall of Ohio State University, Mr. West spoke on the subject,

"Learning to Speak by Speaking."

Mr. West pointed out that the teaching of English to Bengali boys was based on a priority of reading in which vocabulary according to difficulty and frequency of use was gradually introduced in context. The speech and composition course was purposely held from three to six months behind the progress in reading and the speech exercises were conducted in the same vocabulary that had been introduced in the reading books.

Mr. West maintained that the Minimum Adequate Vocabulary for English is about 1100 words and demonstrated its use by describing within that vocabulary the day's events at his school in Dacca, India. Many interesting questions concerning accuracy of pronunciation, fluency, writing and phonetics, came out in the

subsequent discussion.

JAMES B. THARP

MEETING OF THE DEPARTMENT OF MODERN FOREIGN LANGUAGES OF THE GEORGIA STATE TEACHERS' ASSOCIATION

The meeting of the Department of Modern Foreign Languages

of April 17, 1931, held at Macon, Georgia, was one of the most successful ever held. A new and delightful feature was an informal luncheon with Miss Marcia L. Culver, President of the group, pre-

siding as toastmaster.

A short program followed the luncheon. Mlle Marguerite Gérard, a French student at Agnes Scott College, related some of her impressions of an American college and contrasted the college life of America with that of France. Professor H. O. Draper of Atlanta who spent last year in France as Exchange Professor spoke of his experiences as a teacher of English in a French collège. He compared the life of both student and teacher in France with that in the United States. Professor Goodyear expressed his joy in the progress and increased interest that he had noted in our organization, and mentioned the various exchange professorships and fellow ships existing between the United States and foreign countries.

The regular meeting was held at 3:00 in the Lanier High School for Girls. Miss Culver presided over the meeting and introduced the

following speakers:

Professor Gordon Brown of Atlanta discussed in detail the literary work of Don Ramón del Valle-Inclán, one of Spain's greatest writers of the twentieth century. He mentioned the influence of the famous old city of Santiago de Compostela on this Galician nobleman, and dwelt in detail on the various divisions of his work in poetry and prose.

Professor P. Porohovshikov of the University of Georgia spoke on "Preparation for Teaching a Modern Foreign Language." He urged all teachers to know English grammar thoroughly before trying to teach grammar in a foreign language, and insisted that they understand the rhythm and pronunciation of the foreign language and be able to speak it and write it as well as to read it.

Dr. Juanita H. Floyd of the Georgia State College for Women discussed "Some Objectives of the Teacher of French." She urged a wider use of the foreign language in the class room, showing that many students not only wanted to learn to speak the foreign language, but that the reading objective is most effectively attained through the multiple approach of seeing, hearing, speaking and writing. She stressed the value of quality rather than quantity and

spoke of the cultural side of a foreign language study.

DR. C. E. HAMFF of Emory University gave a report of the South Atlantic Division of the Modern Language Association which met last November at Davidson College, North Carolina. He told of the work of this association since its organization, its desire for research work, and urged the teachers of Georgia to take a greater interest in it. The next meeting will be held in November at the University of South Carolina, Columbia, South Carolina. Those wishing to join are asked to communicate with Dr. Hamff, who is the secretary and treasurer of the association.

At the close of the program, the following officers were elected for next year:

President-Dr. Juanita H. Floyd, Milledgeville Vice President-Professor Hulsey, Atlanta Secretary-Miss Carolina Eakes, Griffin

JUANITA H. FLOYD

Personalia

Henry Grattan Doyle, Professor of Romance Languages and Dean of The Junior College at the George Washington University, Washington, D.C., will be Lecturer in Old French at The Johns Hopkins University during the absence of Professor David S. Blondheim in 1931–32. Dean Doyle held a similar appointment in 1926–27. He will continue his regular work at the George Washington University, going to Baltimore once a week.

Reviews

Paul Hartig und Wilhelm Schellberg. Handbücher der Auslandkunde. Frankfurt a. M., Verlag Moritz Diesterweg: Englandkunde I, 2d ed. 1930, xvi, 350 pp (1st ed. 1928); Englandkunde II, 1929, xvi, 370 pp.; Frankreichkunde I, 2d ed. 1930, x, 324 pp. (1st ed. 1928); Frankreichkunde II, 1930, xv, 538 pp. Volumes on America and Spain in preparation. In all volumes numerous illustrations, tables, and plates, maps, etc.

During recent years great emphasis has been laid in German secondary schools upon giving the students up-to-date information on the foreign countries whose languages they acquire. In response to this tendency the editorial house of M. Diesterweg in Frankfurt has prepared for teachers a series of manuals with articles by specialists on the various aspects of the foreign countries and their civilizations. The chapters, contributed mostly by university professors, are approximately thirty pages long, and are followed by bibliography. In spite of the divided authorship, these volumes give a well-rounded picture of the geographic, ethnical, and economic background, and of the history, social life, art, and literature of the peoples they are treating. The style is terse and concise, crowding all the essential facts into a limited number of pages. The illustrations, maps, and charts accompanying the text are excellent, especially in the chapters dealing with geographical and economic facts.

To the American teacher of languages who has a working knowledge of German the *Handbücher der Auslandkunde* would be of value as reference books. The publishers are contemplating an English edition, presumably a slightly revised one; for, while most of the articles are written very objectively, a few passages that contain comparisons with German customs or with German works of literature would need to be expanded or rewritten to suit the English and American viewpoints. Such references to German conditions are, however, quite stimulating in their present form.

ERWIN ESCHER

Milligan College, Tennessee

EDMOND ABOUT. Le Roi Des Montagnes. Edited by Elliot M. Grant and Louise Bourgoin. Boston: D. C. Heath and Co. Introduction vii-x, text 3-181, notes 183-201, exercises 203-223, vocabulary 225-297.

An up-to-date edition of About's delightful novel has long been needed by teachers and classes to whom the reading of the book has always been a pleasure. However, I am afraid that many REVIEWS

lovers of *Le Roi* will find that the new edition is in one sense a disappointment; I refer to the exclusion of many delightfully humorous passages whose reading added so much to the enjoyment of the book.

The editors have foreseen this criticism and answered it by stating in the preface: "in this new edition our aim has been to facilitate the acquisition of the French language. The Notes, Exercises, and Vocabulary are in a sense the most important parts of this publication. We have not hesitated therefore, to take certain liberties with the original text. It has been shortened by some thirty-five pages." Some of the better-known passages that I find missing are the chapters entitled "Hermann Schultz" and "Lettre d'Athènes," Hadgi Stavros' report to the stockholders, the passage describing the king's part in the religious services on Ascension Day, the funeral of Vasile, the departure of Hermann from Athens and Périclès' farewell, and M. Merimay's discovery of the milestone. which, he believed, bore an important inscription. Other shorter omissions are frequently made, but summaries have sometimes been inserted, or a new transition composed so that the text "represents all the essentials of About's tale." All this has been skilfully done so that interest never lags nor are the omissions apparent to the one reading it for the first time. But I do feel that those who know the book well will regret the tremendous amount of cutting away of delightful passages.

The text is divided into sixteen divisions, varying in length from six to twenty-two pages with an average length of some eleven pages. Carefully prepared exercises "modeled somewhat on those devised by . . . Professor Osmond T. Robert and . . . Mr. J. E. Mansion . . ." are provided for each division. The exercises are indeed excellent and provide a wide range of material and pleasing variety. Ten short questionnaires are provided as part of the exercises, but unfortunately many of the questions can be answered by changing the sentence order and adding one or two words. I should prefer an extensive questionnaire for each division as an aid to the students in preparing the lesson for oral or written reproduction, but this is

a matter of editorial opinion.

The Notes and Vocabulary are carefully done and are adequate. The meaning of fort in fort de mon silence, 1. 21, page 139, is not given nor is à n'en pas douter, 1. 10, page 84 translated or explained. I doubt if many students will understand pluck, given as the translation of fressure, 1. 31, page 153, "large viscera—heart, liver, etc." would be intelligible to all.

The following typographical errors were noted: p. 70, l. 4 etre for être, p. 70, l. 19 a for à, p. 70, l. 25 employes for employés, p. 124, l. 7 delivrerait for délivrerait, p. 146, l. 16 paraitra for paraîtra,

and p. 128, l. 22 soiri for soir.

Nine illustrations by Kurt Wiese and a map add to the attrac-

tiveness and usefulness of the text. A portrait of About stands as

a frontispiece.

This text will not fail to interest a class and, if taught as the editors would have it taught, would certainly be of great help in imparting a better knowledge of and greater facility in using French. No teacher who reads About can afford not to carefully consider this new edition and those who do not use or perhaps do now know Le Roi Des Montagnes would do well to try it in this new edition.

WILLIAM MARION MILLER

Miami University

ALEXANDRE DUMAS. Les Trois Mousquetaires. Abridged and edited by Stanley L. Galpin. Collection Doubleday-Doran, 1930.

ALEXANDRE DUMAS. La Tulipe noire. Abridged and edited by Arthur B. Forster. Collection Doubleday-Doran, 1930.

This edition of Dumas' Les Trois Mousquetaires is without any doubt very useful. The book is decorated by a picture of the poet. A shock of crisp hair surrounds the good-natured and rather coarse face and betrays the black blood that ran through his veins: the writer's father, the general of Napoleon's time, was the son of a negro woman, a fact that should be mentioned in an American edition. Otherwise the introduction gives all the necessary facts of the Frenchman's life. I make use of this opportunity to point out the remarkable book of J. Lucas-Dubreton from which these facts are gathered (La Vie d'Alexandre Dumas Père, Gallimard, 1928).

The editor succeeded in preserving the interest of the reader in the shortened text. The vocabulary is very carefully done (jarret, p. 175, would perhaps better be given by bend of the knee, than by leg muscles as the whole refers to p. 3: vous avez un jarret de fer, un

poignet d'acier).

The exercises are divided in two parts: questions in French and sentences in English. The latter are arranged from a grammatical point of view (the definite and indefinite articles, the possessive adjective, etc.). Each of the two groups covers some pages of the text. The translations from the English will prove very useful. The French questions sometimes contain words that, while they are used frequently by Dumas in describing warlike deeds, are too rare to be of use to the general student (for example hardes (137), baudrier (139)).—S'appuyer du titre de compatriote (p. 17) should be explained in the vocabulary, as there is no special list of idioms.

The choice of this novel is of course excellent. It will keep the interest of every young reader from the beginning until the last line. What boy would not love a tale in which killing is done with such gusto as on page 70: "Un pour vous.—Et un pour moi! au dernier les bons!" s'écria d'Artagnan furieux, en le clouant par terre

d'un quatrième coup d'épée dans le ventre.-

Undoubtedly less interesting is the other of Dumas' novels; La Tulipe noire.

If there were not a love story of the most pure and idealistic kind going through the whole story, it would scarcely keep the reader's interest. Incidently the art of love rendered by the easy pen of this Romanticist always consists of infinite gentleness and reciprocal blushing—apparently a compensation for the adventures and liaisons of the great bohemian's life.

Here also the editor has done his work very well. The novel as it is given has not lost by the abridgment, because the original, if I remember well, is somewhat long-winded. One could not say as much of the *Trois Mousquetaires*, the charm of which lies greatly in its gargantuan fertility. The foreword (does the spelling *préface* simply give homage to the romance origin of the word *preface*, or is it a misprint?) the foreword, I say, recommends the book to elementary use and it will doubtless prove a very good reader.

The vocabulary is worked out very conscientiously. A school vocabulary is always somewhat of a makeshift, but the editor has done as well as anyone could: all words are given with the translation that they need with reference to the respective phrases in the text.

The exercises of this book as in Mr. Galpin's edition have under A and C questions and translations. But besides that there are under B grammatical sentences in French, mostly with blanks to be filled in, nouns to be replaced by pronouns, tenses to be changed, and so forth. D points out the idiomatic expressions of each chapter. This division will be very useful for the student, for the editor forms short conversational sentences out of the vocabulary of the respective chapters. To collect all the more or less idiomatic phrases is indeed a very efficient way to help teacher and pupil to cover the most difficult side of the language. The study of idioms has in this way been made very easy.

Both editors have succeeded very well. The teacher will find the editing very useful; the student will find it enjoyable.

R. H. SENN

Union College

Molière. L'Avare. Edited by Robert E. Rockwood. Garden City, N. Y.: Doubleday, Doran and Co., Inc. Paris: Librairie Hachette. No date. Introduction ix-xxviii, Bibliographie xxix-xxx, Text, 1-90, Questionnaire Guide 91-103, Vocabulaire 104-134.

Molière. Le Bourgeois Gentilhomme. Edited by Jennie S. Shipman. Garden City, N. Y.: Doubleday, Doran and Co., Hachette, Paris. No date. Notice sur Molière ix, Notice sur le "Bourgeois Gentilhomme" xii, Text 1-92, Exercices 93-111, Vocabulaire 112-136.

The reviewer greeted with enthusiasm the two attractively bound, well printed editions of the great master of French comedy. Any one who has devoted any time at all to the study of the great "contemplateur" cannot help but rejoice at the attempt that is being made recently to popularize the works of the French classic period and especially those of Molière. The object of the new "Collection Doubleday-Doran" seems to be to please everybody, a very admirable purpose, if successful. For this reason it seems that the two new editions do not follow any set method of presentation, nor, is it stated for what kind of students they are intended. Prof. Rockwood's edition, judging by its more pretentious introduction, is intended for the more advanced and mature student. The reviewer fears that if a student who had never made the acquaintance of Molière were to be introduced to him via Prof. Rockwood's book, he would carry away a very wrong impression about Molière's technique, originality, and philosophy. Prof. Rockwood, like a great many other editors, instead of passing over in silence or mentioning very quietly, if it is at all necessary to state what he or the advanced student might consider as defects in an author, presents these faults first before passing on to a discussion of the merits, thereby giving them too much prominence. On the first page of the introduction, for example, we read under: Outstanding characteristics—"Notwithstanding objections raised against some of his dénouements, and in spite of his willingness to adapt to his own purposes whatever material might come to hand, Molière's outstanding characteristics are: extraordinary dramatic dexterity," etc. Again on pages xvi and xvii while discussing Molière's originality and technique Prof. Rockwood makes the following paradoxical statements: "Molière is usually given credit for the invention of the comédie-ballet, a light comedy thread to provide entrées for spectacular choral dances and ballets. However, literary piracy was no crime in the seventeenth century and Molière openly admits that he took his stuff wherever he might find it.—Again it may be said, that in the handling of plot Molière is not original, nor as clever as some technicians would have had him. Perhaps his play most original in plot is the one which has no plot at all." Prof. Rockwood takes Molière too literally, in believing the statement ("qu'il prenait son bien où il le trouvait,") though throughout the rest of the introduction, the editor handles the accepted facts regarding Molière ever having been a pupil of the philosopher Gassendi, or his intimacy with the King with a great deal of skepticism and irony. This inconsistency is further enhanced through the fact that the editor, though chiefly concerned in presenting only bare facts, quotes Grimarest, whose account of Molière's life has been shown to be pure fiction. In discussing Molière's philosophy, Prof. Rockwood confuses this word with ethics and the words libertin, esprit fort, without telling us what these words mean. He commits the

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same error pointed out above of putting the objections against Molière's philosophy first, p. xviii: "Of Molière's philosophy much has been written. If Bossuet, l'Abbé Baillet, and Rousseau may be considered unprejudiced, Molière is one of the most pernicious influences the world has known. For others he is epicurean, libertin, esprit fort, in fact one of the most consistent and dangerous enemies of the existing order of things. Take his conception if you will and find it if you can; his plays are worth the reading." This is an easy way of answering the question, and shows a very mild appreciation and understanding of Molière's philosophy and works in general. The reviewer would like to draw the attention of the readers of the Journal to Prof. Nitze's excellent article, "Molière et le mouvement libertin de la Renaissance" in the Revue d'Histoire littéraire de la France, 7-9, 1927, pp. 356-376, where the meaning of libertin is fully discussed, as applied to Molière and his contemporaries.

In discussing Molière's purpose in writing the Avare, Prof. Rockwood shares the opinion of Brander Mathews that "the plot is constructed for the personification of avarice." This statement is only partially true. The lesson that Molière wants to teach here, is the good use that money can be put to, and the evil it can cause when not used properly. The philosophical importance of the play arises from the relations of the miser to his family. Philinte's philosophy of "complaisance" is to be found in Valère's philosophy of flattery. The rest of the introduction dealing with the theater and society of the second half of the XVII century is very interesting and well done. In his "Bibliographie," Prof. Rockwood gives a partial list of French, English, and American editions of L'Avare together with general works of reference on the language of the 7th century; he has omitted one of the better ones, namely Braun-

holtz's edition, Cambridge (University Press), 1897.

In the text one of the most meritorious and novel departures of the "Collection Doubleday-Doran" is the fact that the notes on vocabulary, present-day usage, and meanings, grammatical constructions, and other explanations which are usually relegated to the back part of the book in notes, have been placed at the bottom of the page as footnotes. Prof. Rockwood gives his notes in English, while Miss Shipman's are entirely in French. The explanations of the names of the "dramatis personae," are well done with the exception of the name of the principal character Harpagon, which according to Prof. Rockwood is derived from the similar Latin word meaning "a grappling hook." Since Prof. Rockwood explains in his introduction that "Plautus' Aulularia is the one unquestioned and principal source," he might have shown that the name Harpagon (from the Greek ἀρπάζεω—to snatch) is found in Plautus' play, where Euclio first uses the word in verse 200: "Ei misero mihi, aurum mi intus harpaguntum est." (Nixon, P., Plautus, London, 1916. Loeb, I, pp. 231–323.)

The French of the "Ouestionnaire-guide" of L'Avare impresses the reviewer as being rather stilted and uncommon. Such sentences as the following though grammatically correct, are cumbersome: "Quel effet un demandeur fait-il à Harpagon" (for: "Quel est l'effet qu'un demandeur fait à (or better, produit sur) Harpagon?"); "Que dit-on de la façon de s'habiller des jeunes hommes?" (for: "Oue dit-on de la façon dont s'habillaient les jeunes gens, or, de la façon qu'avaient les jeunes gens de s'habiller) "De quoi Elise veut-elle qu'Harpagon sache gré à Valère?" (Very uncommon use of savoir gré de q.c. à q.); "Qu'est-ce qui a le plus excité votre curiosité dans cet acte?" (The position and use of le plus here is rather questionable; the question could read very simply: "Qu'est-ce qui a excité votre curiosité au plus haut degré (point) dans cet acte?" "Oue pense Harpagon de la réplique au compliment de Cléante?" (This question like many others is an exact translation of the English; it is therefore loose grammatically; the word réplique is less common than réponse); "Lequel des personnages vous agrée le plus?" (Uncommon expression for vous plaît); "Ouelles critiques ont été faites de l'Avare?" for "Quelles sont les critiques qu'on a faites de l'Avare?" Although when the subject is a noun (or pronoun like quelqu'un, personne) and the question is introduced by an interrogative pronoun or adverb, and the verb has no object (except a simple pronoun) depending on it, the inverted order is tolerated in French, yet it is much easier and more usual to say: "Où se trouve Paris,' than "Paris où se trouve-t-il." Throughout the entire "questionnaire," Prof. Rockwood uses the inverted order in most questions where there is a noun or pronoun subject.

Miss Shipman's edition apparently has been carefully gone over by Mlle Favard, so that her French footnotes and Exercices are excellent and make good French reading. They also answer the purpose stated in her Préface. It is her "belief that the chief objectives of high school students are the enjoyment of the play itself and an increased mastery of French vocabulary and idiom." Her edition evidently is intended for teachers who use entirely the direct method. Even the short "Notice sur Molière" is in French and taken from the introduction of Despois and Mesnard and from "various other sources." The texts of both plays follow those of the critical edition by Despois and Mesnard of the G.E.F. series.

In the vocabulary of both editions will be found much material ordinarily placed in notes. This is a very good idea which might be followed by others. However, "words identical in French and English, simple words with which the student may be reasonably expected to have already become acquainted, and the most common grammatical forms have been omitted." The reviewer frankly admits that he does not approve of this practice, as he knows from experience that students forget readily from year to year, and even from day to day the vocabularies and a great many grammat-

ical forms learned in previous years. Unless the vocabulary given at the end of the book is complete, the student is usually disap-

pointed and disgruntled with the edition.

With the above reservations which might be considered as personal, as no two reviewers or modern language teachers will have the same opinion about a book or author, the reviewer would recommend Miss Shipman's edition for adoption in third or fourth year high school classes using the direct method, while Prof. Rockwood's edition might be used in junior or senior college classes by students and teachers who are more familiar with Molière's works and those of his literary critics.

JOHN T. FOTOS

Purdue University

Molière. L'Avare. Edited with preface, introduction, notes, questions, sujets de composition, and vocabulary by Frederick Anderson, Stanford University. Ginn and Company. xxii+

162 pp. Price \$.48.

Mr. Anderson has prepared this edition of L'Avare for students who are reading Molière for the first time. He has tried to "include all the information required for a thorough understanding of the text and a lively appreciation of the play as a play, without incurring the danger of over-annotation." With such objectives in mind the editor has succeeded in giving us a very serviceable little edition which should commend itself readily to teachers who are initiating their students into the study of Molière.

The questions are in French and are apparently intended to show the student that he must study Molière intensively, rather than read him in a cursory manner, in order to appreciate his un-

derstanding of human nature.

More commendable still are the sujets de composition. Such subjects as les jeunes gens dans la comédie de Molière, and le mariage au dix-septième siècle, comparaison avec le mariage moderne have a salutary effect upon the student's interest.

I have just used this edition in my third year class with satis-

factory results.

Toy Wood

Indiana University

René Bazin. Les Oberlé. Edited with introduction, notes, exercises, and vocabulary by Whitford H. Shelton, University of Pittsburgh. Hachette-Doubleday, Doran and Co., x+165 pp. Those who lay emphasis on translation will find a serviceable little text in this abridged edition of Les Oberlé. The story remains, but much of the description and many admirable portraits have been omitted in reducing this work to the proportions required for classroom use.

The introduction, though short, is well done. It is particularly good in its presentation of the literary merits of Bazin and the comparison of him with such writers as Sand, Coppée, Balzac, Flau-

bert, Bourget, and Barrès.

In the exercises there are more than three hundred and fifty questions based upon incidents and situations of the text. The exercises also contain sentences giving a review of most of the common points of grammar. I cannot help doubting, however, the pedagogical wisdom of exercise C, page 128, which requires the student to select the correct translation of an English sentence from three other translations which are incorrect. As an example I quote the following: She is anxious to learn: Elle tend d'apprendre. Elle tient apprendre. Elle tient à apprendre. Elle est tenue d'apprendre.

PIERRE LOTI. Ramuntcho. Edited with preface, introduction, notes, exercises, and vocabulary by Victor W. Ritchie, Erasmus Hall High School, Brooklyn, N. Y. Hachette-Doubleday, Doran and Co., x+124 pp.

Mr. Ritchie's edition of *Ramuntcho*, in general manner of presentation and in format, is almost a twin of the book just reviewed. The story, in this case, too, has been abridged to leave out about all the description; only the bare outline of the plot remains.

The exercises in this edition are good. They are better suited to the needs of the student, as a matter of fact, than those in the edition of Mr. Shelton. Explanations and translations of the diffi-

cult passages of the text are found in footnotes.

The only big fault to be found lies in the brevity of the introduction. It is only a page and a half long. In it Mr. Ritchie gives a sentence appreciation of the better works of the author but for some reason omits *Le Matelot*.

TOY WOOD

Indiana University

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